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UNIVERSITY



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BULLETIN
OF
DUKE UNIVERSITY



The College of Engineering

ANNOUNCEMENTS FOR 1956-1957

VOLUME 28

January, 1956

NUMBER 3

Annual Bulletins

For GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

For BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

For BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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OF
DUKE UNIVERSITY



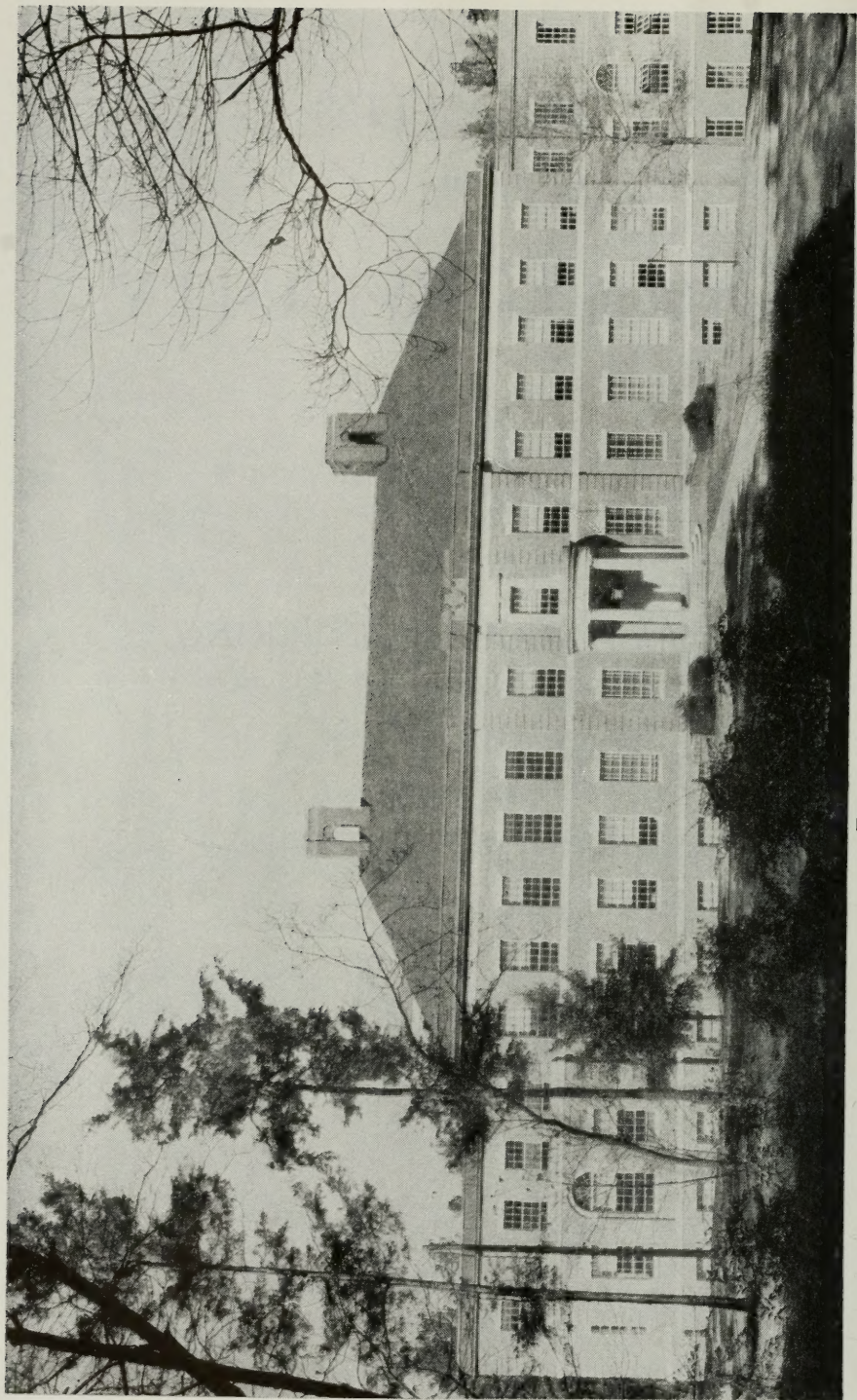
COLLEGE OF ENGINEERING

1955-1956

ANNOUNCEMENTS FOR 1956-1957

DURHAM, NORTH CAROLINA

1956



ENGINEERING BUILDING

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Calendar of the Colleges



1956

- September 13. Thursday, 7:30 P.M. Assembly for all entering freshmen; Freshman Orientation begins.
- September 13. Thursday, 7:30 P.M. Assembly for transfer students entering Trinity College and the College of Engineering.
- September 17. Monday. Registration and matriculation of former students of Trinity College and the College of Engineering, who have not pre-registered.
- September 18. Tuesday. Registration and matriculation of new students with advanced standing, Woman's College.
- September 19. Wednesday. Final registration of pre-registered students.
- September 20. Thursday. Fall semester classes begin.
- October 23. Tuesday. Examination in English Usage.
- November 5. Monday. Last day for reporting mid-semester grades.
- November 21. Wednesday, 5:00 P.M. Thanksgiving recess begins.
- November 26. Monday, 8:00 A.M. Classes are resumed.
- December 11. Tuesday. Founders' Day.
- December 20. Thursday, 12:30 P.M. Christmas recess begins.

1957

- January 3. Thursday, 8:00 A.M. Classes are resumed.
- January 12. Saturday, 12:30 P.M. Fall semester classes end.
- January 15. Tuesday. Final examinations begin.
- January 25. Friday. Final examinations end.
- January 28. Monday. Registration and matriculation of new students.
- January 29. Tuesday. Last day for matriculation for the spring semester.
- January 30. Wednesday. Spring semester classes begin.
- March 13. Wednesday. Last day for reporting mid-semester grades.
- March 23. Saturday, 12:30 P.M. Spring recess begins.
- April 1. Monday, 8:00 A.M. Classes are resumed.
- May 17. Friday, 5:00 P.M. Spring semester classes end.
- May 20. Monday. Final examinations begin.
- May 30. Thursday. Final examinations end.
- June 1. Saturday. Commencement begins.
- June 2. Sunday. Commencement Sermon.
- June 3. Monday. Graduating Exercises.

The College of Engineering



THE College of Engineering offers the student full four-year courses in Civil, Electrical, and Mechanical Engineering. The curricula of the three departments lead to the degrees of Bachelor of Science in Civil, Electrical, and Mechanical Engineering respectively. All three curricula are fully accredited by the Engineers' Council for Professional Development, which is the recognized authority of the engineering profession on educational standards; by the Regents of the State of New York; and by other national and regional accrediting groups. Each curriculum requires 148 semester hours of work, four of which are in physical education. In addition to the technical subjects necessary to a student in his chosen career, the programs include courses in related work, studies in certain non-engineering fields considered beneficial to him as a citizen and professional man, and the privilege of electing for himself courses in which he is personally interested.

History

Intruction in engineering subjects began at Duke University in 1887. Separate departments in civil and electrical engineering were established and B.S. degrees in these curricula were authorized in 1927. Instruction in mechanical engineering began in 1927 and a B.S. degree in this curriculum was first offered in 1931. This arrangement led in 1937 to the establishment of the Division of Engineering, which included the separate Departments of Civil, Electrical, and Mechanical Engineering. In 1939 the Division composed of these three departments was incorporated into the University structure as the College of Engineering, one of the three coordinate undergraduate colleges of Duke University.

Relationship to the University

The College is part of a university community. As such it serves as the center of individual education for the engineering student and it also enjoys those advantages that only a major university can provide: extensive facilities for laboratory and field work, superior physical equipment, great libraries, able faculties, and a milieu of general culture. It shares the same campus with Trinity College, the Graduate School of Arts and Sciences, the School of Forestry, the Divinity School, the Law School, and the Medical and Nursing Schools. The

many activities—religious, intellectual, cultural, and athletic—that are open to these divisions are open also to the engineering student. In addition, he can take part in other activities that are designed specifically for him. Thus he may enjoy the broad facilities and the challenges of a university simultaneously with the life and the atmosphere of a small college.

Program

The aim of engineering education at Duke is to motivate the student to acquire knowledge and understanding in those particular areas that will equip him for a career in his chosen profession. The program provides a broad scientific background that incorporates the engineering viewpoint in flexible curricula and that stresses the development of intellectual power.

More specifically, this aim of the College of Engineering is two-fold: to provide instruction that will give the student technical knowledge, skill, and judgment and to encourage him in the study of the humanities. In this latter connection, the College recognizes the value of the humanities in preparing an engineer for his professional and civic responsibilities and in helping him to evolve a personal philosophy that will lead to a happy life.

Both on the campus and in the classroom the emphasis is on the individual. To this end classes are kept small, and close contact between professor and student is maintained. Instructors, administrative officers, faculty advisers, and student counselors are interested in the student as a person. In turn he is expected to accept the responsibility of contributing to his own development, to his college, and to his university. The relationship of mutual service between the student and his college is intended to develop men of culture and integrity. For more than a century this relationship has fostered a sense of achievement and competence that enables Duke men and women to take their place in the world as effective citizens whatever their careers may be.

Liberal Arts-Engineering Cooperative Program

Recognizing the desirability of combining a maximum of liberal arts studies with professional engineering training, the College of Engineering of Duke University has developed a special plan of cooperation with approved liberal arts colleges. Under this plan, which is often called the three-two plan, an outstanding student may follow an approved program of study at the cooperating liberal arts college for an initial period of three years and then complete his studies at the College of Engineering in two more years. At the end of the total period

of five years, a degree of Bachelor of Arts or Bachelor of Science is granted by the liberal arts college, and a degree of Bachelor of Science in a designated branch of Engineering by the College of Engineering. Inquiries concerning this plan should be addressed to the Dean, College of Engineering, Duke University.

Organization

The Engineering Faculty Council considers and legislates on questions of curriculum and adopts regulations concerning those educational, professional, and administrative matters pertaining exclusively to the College of Engineering. The Dean of the College of Engineering serves as Chairman of the Council. The membership includes the President of the University, the Vice-President in the Division of Education, the Dean of Undergraduate Studies, the Secretary of the Council, the Chairman and one additional representative from each department of Engineering, the Assistant to the Dean of Engineering, and three members from the University Faculty representing departments in which engineering students are required to take work.

Physical Plant

The College is on the West Campus in a modern building that was first occupied in January 1948. It has a total volume of 1,200,000 cubic feet and provides a floor area of 70,000 square feet. Each of three wings houses the laboratories and the special classrooms of one of the three engineering departments. The main portion of the building has offices, classrooms, and other general facilities.

These general facilities are for the use of all three departments of engineering. They include a library of some 22,400 volumes and 290 periodicals; an auditorium, where audio-visual instruction is given to large groups; a conference room; a student lounge; a photographic dark room; mimeographing and blueprinting facilities; and, of course, drafting rooms and classrooms.

The Summer Session

The Summer Session at Duke University makes available to Duke undergraduate students and to undergraduates from other universities and colleges a notable program of instruction in many fields of knowledge, both academic and professional.

Requests for further information should be addressed to the Director of the Summer Session, Duke University, Durham, N. C.

Officers of the College for the Year 1955-1956



General Administration

ARTHUR HOLLIS EDENS, B.Ph., A.M., M.P.A., Ph.D., LL.D. <i>President of the University</i>	2138 Myrtle Drive
PAUL MAGNUS GROSS, B.S., A.M., Ph.D. <i>Vice-President in the Division of Education</i>	3816 Dover Road, Hope Valley
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations</i>	813 Vickers Avenue
HERBERT JAMES HERRING, A.B., A.M., LL.D. <i>Vice-President in the Division of Student Life</i>	2010 Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Comptroller</i>	614 West Campus
ALAN KREBS MANCHESTER, A.B., A.M., Ph.D. <i>Dean of Undergraduate Studies</i>	2016 Myrtle Drive
ROBERT B. COX, A.B., A.M. <i>Dean of Undergraduate Men</i>	1107 Ninth Street
RICHARD LOVEJOY TUTHILL, A.B., M.A., Ed.D. <i>University Registrar</i>	1014 Gloria Avenue
EVERETT BROADUS WEATHERSPOON, A.B. <i>Director of Admissions, Trinity College and College of Engineering</i>	125 Pinecrest Road

Engineering Administration

WALTER JAMES SEELEY, E.E., M.S. <i>Dean and Director of Research and Development</i>	1005 Urban Avenue
EDWARD KREADY KRAYBILL, B.S. in E.E., M.S.E., E.E. <i>Assistant to the Dean of Engineering</i>	2726 Circle Drive
JAMES WESLEY WILLIAMS, A.B., B.S. in C.E., M.S. <i>Acting Chairman, Department of Civil Engineering</i>	206 Swift Avenue
CHARLES ROWE VAIL, B.S. in E.E., M.S. (E.E.) <i>Executive Officer, Department of Electrical Engineering</i>	2730 Circle Drive
VAN LESLIE KENYON, JR., B.S. in M.E., M.M.E. <i>Acting Chairman, Department of Mechanical Engineering</i>	Rt. 2, Hillsboro, N. C.

ENGINEERING FACULTY COUNCIL

Chairman: DEAN W. J. SEELEY.
Secretary: E. B. WEATHERSPOON.
Assistant to the Dean: E. K. KRAYBILL.
Civil Engineering: J. W. WILLIAMS. A. E. PALMER.

Electrical Engineering: C. R. VAIL, H. A. OWEN, JR.

Mechanical Engineering: V. L. KENYON, JR., F. J. REED.

Chemistry: J. H. SAYLOR.

History: I. B. HOLLEY, JR.

Mathematics: F. G. DRESSSELL.

Ex-officio: President A. H. EDENS

Vice-President P. M. GROSS

Dean A. K. MANCHESTER.

COMMITTEE OF THE BOARD OF TRUSTEES ON ENGINEERING AND RESEARCH

E. L. JONES, E. W. WEBB, B. E. JORDAN,

A. H. SANDS, JR., N. A. COCKE.

FACULTY COMMITTEES

Academic Standards: VAIL, ELSEVIER, J. W. WILLIAMS.

Building: KRAYBILL, FULTON, HAINES, VAIL.

Bulletin: KRAYBILL, FULTON, HARWELL, PALMER, VAIL.

Curriculum: SEELEY, FULTON, KENYON, KRAYBILL, PALMER, VAIL, J. W. WILLIAMS.

Engineering Publications: OWEN, ARGES, HARWELL, REED.

Freshman Advisory: KRAYBILL, ARTLEY, ELSEVIER, GARDNER, HAINES, HWANG, LEWIS,
OWEN, PALMER, RABIN, VAIL, J. W. WILLIAMS.

Study of Graduate Program: GARDNER, ELSEVIER, KRAYBILL, OWEN.

Lecture: MEIER, GARDNER, KRAYBILL, RABIN, J. W. WILLIAMS.

Library: REED, KALE, VAIL, J. W. WILLIAMS.

Professional Registration: KENYON, EGERTON, PALMER, THARP.

Research and Projects: ELSEVIER, FULTON, GARDNER, OWEN, PETERSON, VAIL.

Schedule and Registration: KRAYBILL, EGERTON, HWANG, LEWIS.

Student Activities: KRAYBILL, ELSEVIER, KENYON, MEIER, OWEN, STOTTLEMYER.

Summer Session: J. W. WILLIAMS, EGERTON, KENYON, PALMER, VAIL, WILBUR.

Representatives to Undergraduate Faculty Council: ELSEVIER, GARDNER, KENYON,
KRAYBILL, OWEN, SEELEY, VAIL, J. W. WILLIAMS.

Upperclass Advisers: ARGES, FULTON, KENYON, KOENIG, MEIER, PETERSON, STOTTLE-
MYER, VAIL, WILBUR, W. L. WILLIAMS.

Faculty Emeritus

HAROLD CRUSIUS BIRD, Ph.B., C.E.

Professor Emeritus of Civil Engineering

1209 Virginia Avenue

WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E.

Professor Emeritus of Engineering

922 Urban Avenue

RALPH SYDNEY WILBUR, B.S. in M.E., M.E.

Professor Emeritus of Mechanical Engineering

1018 Demerius Street

Faculty

KIRO PETE ARGES (1953), B.S. in C.E., M.S. in C.E.

Assistant Professor of Civil Engineering

915 Lambeth Circle,
Poplar Apartments

JOHN LESLIE ARTLEY (1955), B.S. in E.E., M.S. in E.E.

Assistant Professor of Electrical Engineering

1805 Forest Road

- *GILMORE BOWERS (1953), B.S. in E.E.
Instructor in Electrical Engineering 2305 Prince Street
- †WADE GILLIES BROWN (1954), A.B.
Lecturer in Sanitary Engineering 1317 Arnette Avenue
- DONALD AMOS CALLESON (1955), B.S. in M.E.
Instructor in Mechanical Engineering 808 Third Street
- ROGER BAXTER DAVIS (1955)
Part-time Instructor in Engineering Drawing Rt. 1, Box 377
- FRANK NICHOLAS EGERTON (1945), A.B., A.M., E.E.
Associate Professor of Electrical Engineering 411 North Gregson Street
- ERNEST ELSEVIER (1950), B.S. in M.E., M.S. in M.E.
Assistant Professor of Mechanical Engineering Rt. 1, Hillsboro, N. C.
- CHARLES DARBY FULTON, JR. (1950), B.E. in M.E., Sc.D.
Assistant Professor of Mechanical Engineering 1507 West Pettigrew Street
- WILLIAM HENRY GARDNER, JR. (1953), B.S. in C.E., M.Engrg.
Assistant Professor of Civil Engineering 2108 Cole Road
- HOWARD N. HAINES (1943), B.S.
Assistant Professor of Civil Engineering 2307 Club Boulevard
- *RAY WALTER HOLLAND (1947), B.S. in M.E., M.S.
Assistant Professor of Mechanical Engineering 2528 Glendale Avenue
- CHESTER FAY HWANG (1954), B.S. in M.E.
Instructor in Mechanical Engineering Apt. 9, Fifth St. and Markham Ave.
- VAN LESLIE KENYON, JR. (1945), B.S. in M.E., M.M.E.
Associate Professor of Mechanical Engineering
Acting Chairman, Department of Mechanical Engineering Rt. 2, Hillsboro, N. C.
- JACOB FRANK KOENIG (1954), B.S. in E.E., M.S. in E.E.
Assistant Professor of Electrical Engineering 1700 Duke University Road
- EDWARD KREADY KRAYBILL (1939), B.S. in E.E., M.S.E., E.E.
Associate Professor of Electrical Engineering
Assistant to the Dean of Engineering 2726 Circle Drive
- RALPH ELTON LEWIS (1941), B.S. in M.E., M.S. in M.E.
Assistant Professor of Civil Engineering 1401 Alabama Avenue
- *IAN OLIPHANT MACCONOCHIE (1953), B.S. in M.E.
Instructor in Mechanical Engineering 702 Vickers Avenue
- OTTO MEIER, JR. (1934), B.S. in E.E., M.S., E.E.
Associate Professor of Electrical Engineering 916 Monmouth Avenue
- HARRY ASHTON OWEN, JR. (1951), B.E.E., M.S.E.
Assistant Professor of Electrical Engineering 1506 Woodburn Road
- AUBREY EDWIN PALMER (1944), B.S. in Engrg., C.E.
Associate Professor of Civil Engineering 2519 State Street
- JAMES EMMET PETERSON (1954), B.C.E., M.S.C.E.
Instructor in Civil Engineering 2215 Elder Street
- DAVID RABIN (1954), B.S. in M.E., LL.B., LL.M. (Pat.)
Instructor in Mechanical Engineering 538 Audubon Drive
Greensboro, N. C.
- FREDERICK JEROME REED (1935), M.E., M.S.
Associate Professor of Mechanical Engineering 2203 Englewood Avenue
- WALTER JAMES SEELEY (1925), E.E., M.S.
James B. Duke Professor of Electrical Engineering
Chairman, Department of Electrical Engineering
Dean and Director of Research, College of Engineering 1005 Urban Avenue

* Resigned, August 31, 1955.

† Spring Semester.

WALTER GOLD SMITH (1953), B.S. in M.E. <i>Part-time Instructor in Mechanical Engineering</i>	2842 Chapel Hill Road
PAUL CLINTON STOTTLEMYER (1953), B.S. in C.E., M.S. in Hyd. Engrg. <i>Assistant Professor of Civil Engineering</i>	835 Louise Circle Poplar Apartments
ROBERT WORTH TAYLOR (1954), B.S. in M.E. <i>Part-time Instructor in Mechanical Engineering</i>	1205 Sixth Street
KENNETH JOHN THARP (1953), B.S. in C.E. <i>Instructor in Civil Engineering</i>	2610 Acadia Street
ROBERT LEON THURSTONE (1953), B.S. in E.E., M.S. in E.E. <i>Part-time Instructor in Electrical Engineering</i>	Chapel Hill, N. C.
CHARLES ROWE VAIL (1939), B.S. in E.E., M.S. (E.E.) <i>Associate Professor of Electrical Engineering</i> <i>Executive Officer, Department of Electrical Engineering</i>	2730 Circle Drive
LESLIE CLIFFORD WILBUR (1949), B.S. in M.E., M.S. <i>Assistant Professor of Mechanical Engineering</i>	Rt. 3, Hillsboro, N. C.
JAMES WESLEY WILLIAMS (1937), A.B., B.S. in C.E., M.S. <i>Associate Professor of Civil Engineering</i> <i>Acting Chairman, Department of Civil Engineering</i>	206 Swift Avenue
WALLACE LEON WILLIAMS (1955), B.E.E. <i>Instructor in Electrical Engineering</i>	921 Exum Street

Instruction in Non-Engineering subjects is given by members of the General Faculty listed in the *Bulletin of Undergraduate Instruction*.

Staff

MRS. GEORGE F. KALE <i>Librarian</i>	3325 Chapel Hill Road
MRS. DOROTHY HOLT McELDUFF, A.B. <i>Recorder and Secretary to the Dean</i>	100 Forest Wood Drive
MRS. LEON S. BROOKS <i>Secretary, Electrical Engineering Department</i>	904 Arnette Avenue
LAURA ELIZABETH McCLAIN <i>Secretary, Mechanical Engineering Department</i>	2021 Myrtle Drive
MRS. RICHARD T. WELDON <i>Secretary, Civil Engineering Department</i>	5 Hawthorne Drive
LESTER BARHAM <i>Research Technician</i>	1103 Fifth Street
JOSEPH PHILIP EDWARDS <i>Laboratory Technician in Electrical Engineering</i>	1604 B Street
JOSEPH STEVENSON HOCUTT <i>Laboratory Technician in Mechanical Engineering</i>	Rt. 1, Hillsboro, N. C.
ALONZO GEORGE VAUGHAN <i>Laboratory Technician in Civil Engineering</i>	202 Adams Street

Admission to the College



CANDIDATES may qualify for admission as members of the freshman class or as students with advanced standing. Since the enrollment is limited, the Committee on Admissions selects students who, in its judgment, are best qualified to benefit from the educational advantages which the College offers. The Committee bases its decision on the academic record of the candidate, on test scores, and on satisfactory evidence of good character and general fitness for college life at Duke. A personal interview with an officer of the University and a visit to the campus are of material benefit to the candidate and the Committee.

ADMISSION TO THE FRESHMAN CLASS: A candidate for admission to the freshman class must present at least 15 acceptable units of secondary-school credit. A unit of credit is allowed for a course of study pursued throughout an academic year in an accredited secondary school, provided five recitations a week have been held and the prescribed amount of work has been completed satisfactorily.

For admission to the College of Engineering seven of the 15 units must be in English (3 units), chemistry or physics (1 unit), algebra (2 units), and plane geometry (1 unit). The remaining eight units are elective. At least five of them must be in English, foreign language, history and social studies, mathematics, and science. It is recommended that these five be chosen from the following list:

English (in addition to the required 3 units)	1 unit
Algebra (in addition to the required 2 units).....	1/2 to 1 unit
Trigonometry	1/2 unit
Solid Geometry	1/2 unit
Physics or chemistry or biology (in addition to the required unit)	1 to 3 units
Foreign languages	1 to 4 units
†History and social studies.....	1 to 4 units

The three additional units needed to make the total of fifteen may be chosen from those subjects for which the school allows credit toward graduation; but it is recommended that they also be chosen from the above list.

A graduate of an accredited secondary school who submits fifteen acceptable units of credit, who is recommended by his school principal,

† Candidates who do not present at least one acceptable unit of history must take history in college.

and who in all other respects meets the requirements of the Committee on Admissions may be admitted without examination. A candidate whose graduation is from a non-accredited school or about whom there may arise any other question as to qualification for admission may be required to take entrance examinations or such other tests as the Committee on Admissions may prescribe.

It is recommended that all candidates for admission to the freshman class take the Scholastic Aptitude Test of the College Entrance Examination Board or a similar program of tests administered on the Duke campus by the Duke University Bureau of Testing and Guidance. Details of the procedure to be followed in applying for either of these testing programs will be sent to each candidate for admission.

ADMISSION TO ADVANCED STANDING: A candidate for admission to advanced standing must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official transcripts of all work completed in other institutions, and must have an honorable dismissal from each institution previously attended. Advanced standing candidates who have previously taken the Scholastic Aptitude Test of the College Entrance Examination Board should request the Board to send a report of their test scores to the Director of Admissions. All others are advised to take the Scholastic Aptitude Test or the program of tests administered by the Duke University Bureau of Testing and Guidance, as recommended for freshman candidates.

Credit for work completed at other institutions will be determined in relation to the curriculum requirements of the College of Engineering.

Credit for courses in science offered for advanced standing by a transfer from a junior college or a four-year college not affiliated with a regional accrediting association will be determined by the departments concerned.

Transfer credits are tentatively evaluated pending the completion of two semesters of work in residence. To validate provisional credits, the student must earn at least an average of C in a normal load of work. Transfer credit, in which grades of C or above have been earned, is rated at two quality points per semester hour when validated. Courses in which grades of less than C have been earned are not acceptable for transfer credit.

The maximum amount of credit acceptable from a junior college is 60 semester hours, exclusive of physical education. No credit is given for work completed by correspondence, and credit for no more than six semester hours is allowed for extension courses. Any extension work accepted must be specifically approved by the Dean of the College.

ADMISSION OF SPECIAL STUDENTS: Upon the approval of the Dean, students of mature age may be admitted for special work in such courses of instruction as they are qualified to take. They may not be admitted as candidates for a degree in a regular course unless they meet all normal requirements for admission.

ADMISSION PROCEDURE: Application for admission to the College of Engineering should be made to the Registrar, Duke University, Durham, North Carolina. Application forms and instructions will be sent to the candidate. It is the responsibility of the candidate to see that these forms are properly executed and, together with other requested material, sent promptly to the Office of Admissions.

Application prior to the final year of the secondary school course is not required. Formal steps looking toward admission should be initiated, however, early in the senior year and not later than February 1. Candidates for admission are requested to file all credentials by March 1. Candidates will be notified as decisions are made.

READMISSION OF FORMER STUDENTS: A student who, following withdrawal from the College, desires to return should apply to the Registrar. When applying for readmission the student should make a detailed statement of his activities since leaving Duke University.

WOMEN STUDENTS: Women students enrolled in the College of Engineering live on the Woman's College campus and are subject to the general regulations of the Woman's College.

Financial Information and Living Accommodations



FEES paid by the students cover only a part of the cost of their instruction and of the operations of the University. Income from endowment and contributions from the alumni, alumnae, and other public-spirited men and women meet the balance, which constitutes more than half the total cost.

Fees

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. A room deposit of \$25.00 is also required of all new students. A tuition fee of \$225.00 and a general fee of \$75.00 are payable at the beginning of each semester. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc.

An advance deposit of \$25.00 is required of all students in residence at the time of spring registration in order to reserve a place in classes for the fall semester. This is applied toward payment of the general fee at the opening of the fall semester. The deposit will be refunded to students whom the University does not permit to return. Students who of their own volition fail to return are not entitled to a refund.

An advance deposit of \$25.00 is also required of old students who have been out of school for one or more semesters and have been accepted for readmission. It is applied toward payment of the general fee for the semester of readmission. The advance deposit is paid at the time of notification of acceptance and is not refundable.

An Air Force ROTC deposit of \$20.00 is required of students enrolling in Air Science to cover possible loss of military equipment issued to them. This deposit is refunded to the student upon return of issued equipment.

Refunds of tuition and other fees are made to students who withdraw within 14 days after the beginning of the semester. On and after the fifteenth day no refunds of fees are made. Stipulations governing the refunding of the \$25.00 room deposit are explained in the sections on Living Accommodations.

Students who register during the regular academic year for no more than two courses with a maximum credit of eight semester hours are classified as special students. They are charged a registration fee

of \$5.00 for each course, and \$15.00 for each semester hour of course credit. Students taking nine or more hours are charged full fees.

Auditors are permitted to attend classes provided they secure the consent of the instructor. They submit no daily work, take no examinations, and receive no credit. Students taking a full program and paying full fees may audit one or more courses without charge. Students not paying full fees are charged \$10.00 for each course each semester.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's Office reports an unpaid account.

Students may have their bills sent to parents or guardians provided the Treasurer has been notified in writing beforehand. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until his account is settled in full; subsequent withdrawal does not entitle him to a refund. No student is considered by the Faculty as a candidate for graduation until he has settled with the Treasurer for all his indebtedness to the University. A student who has not settled all his bills with the Treasurer is not allowed to stand the final examinations of the academic year.

Estimated Expenses for an Academic Year

Incidental expenses depend upon the tastes and habits of the individual, but the actual necessary expenses for an academic year are as follows:

	<i>Low</i>	<i>Moderate</i>	<i>Liberal</i>
Tuition	\$ 450.00	\$ 450.00	\$ 450.00
General Fee	150.00	150.00	150.00
Room Rent	175.00	175.00	225.00
Board	400.00	475.00	525.00
Laundry	30.00	40.00	50.00
Books	30.00	40.00	50.00
	<u>\$1235.00</u>	<u>\$1330.00</u>	<u>\$1450.00</u>

The actual fees and expenses necessary for one year in residence as a student in the College of Engineering need not exceed \$1235.00.

Student Aid

Duke University is interested in students with ability and ambition. It is the aim of the University Scholarship Committee and others affiliated with the Student Aid Program to provide, insofar as possible, the financial assistance required by worthy students. This assistance takes various forms. The actual cost to the University for each student is more than twice the amount received from the student. The deficit is paid out of contributions and income from endowment. Scholarships and prizes enable students with inadequate resources to reduce

the amount payable to the University. Loans are made available, and through the Student Employment Offices part-time jobs are arranged. Through the Student Aid Program an earnest effort is made to eliminate the economic status of the student as a criterion for admission.

Scholarships, Scholastic Awards, Loans, Student Employment

ENGINEERING SCHOLARSHIP FUND

Established by gifts of various persons; to be used for scholarship aid to engineering students.

THOMAS R. MULLEN, JR. SCHOLARSHIP FUND

Established April 5, 1949, by gift of T. R. Mullen in memory of his son; the income to be used for scholarship assistance to students in the College of Engineering. Preference is to be given students who are children of employees of the Lehigh Structural Steel Company or others nominated by the Company. Several awards are available each year.

JONES SCHOLARSHIP FUND

Established 1951 by Edwin L. Jones, Sr., '12; Annabel Lambeth Jones, '12; Edwin L. Jones, Jr., '48; Lucille Finch Jones; and the J. A. Jones Construction Company in memory of James Addison Jones and Raymond A. Jones; a portion of the income to be used for scholarship aid to worthy and qualified students in the College of Engineering.

CARBIDE AND CARBON CHEMICALS CORPORATION SCHOLARSHIP IN MECHANICAL ENGINEERING

Established in 1953 by the Carbide and Carbon Chemicals Company. One award covering the tuition and fee charges and a \$200.00 stipend for living expenses is made annually to a senior in the mechanical engineering curriculum. The recipient is selected on the basis of the excellence of his record as a student.

WESTINGHOUSE ACHIEVEMENT SCHOLARSHIP IN ENGINEERING

Established 1954 by the Westinghouse Educational Foundation. One award of \$500.00 per year is made to a junior in electrical or mechanical engineering on the basis of high academic achievement and demonstrated qualities of leadership. Selection of the recipient is made by representatives of the faculty of the College of Engineering and the University Scholarship Committee.

AMERICAN VISCOSE CORPORATION SCHOLARSHIP IN ENGINEERING

Established in 1954 by the American Viscose Corporation. One award of \$500.00 per year is made to a junior or senior in the College of Engineering. Selection of the recipient is made on the basis of academic record and contributions to the program of the College.

Duke University participates in several other industry scholarship programs. Several of these awards for which freshmen may apply are assigned to engineering students annually although they are not restricted to students in this field of study. Among the available awards are the Union Carbide Research Scholarships and the General Motors Scholarships.

Students who wish additional detailed information about these awards and other scholarship, loan, or employment opportunities should refer to the *Bulletin of Undergraduate Instruction* or write to the Executive Secretary, The Scholarship Committee, Duke University, Durham, North Carolina.

Living Accommodations for Men

Craven, Crowell, Few and Kilgo Quadrangles on the West Campus are reserved for undergraduate men. These quadrangles contain 33 Houses designated by letters of the alphabet from House A through House HH. The rooms are equipped as single and as double rooms. In some areas communicating doors between rooms provide suites for three or four persons. Kilgo and a part of Crowell Quadrangle is reserved for members of the Freshman Class.

Undergraduate men are required to live in the Residence Houses unless they are married, or are living with parents or relatives. Any exception must be approved by the Dean of Men.

The rental charge for a single room is \$225.00 for the academic year, or \$112.50 each semester. The rental charge for the double room is \$350.00 for the academic year, or \$175.00 for each occupant, or \$87.50 for each occupant each semester. Rooms are rented for a period of not less than one semester unless by special arrangement with the Housing Bureau. For a shorter period of occupancy without special arrangement, the rate is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made with the Housing Bureau only after official acceptance for admission to the University. A \$25.00 room deposit is required of each applicant before a room reservation is made. The initial room deposit is effective during the student's residence in the University if his attendance is continuous in regular academic years. This deposit will be refunded under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the students' control.

No refund is made until the occupant has checked out of his room through the Housing Bureau and has settled all of his accounts with the Treasurer.

A resident student, in order to retain his room for the succeeding academic year, must make application at the office of the Housing Bureau for confirmation of the reservation in accordance with the plan that is published during the school year.

Any exchange of rooms must be arranged at the Housing Bureau. A charge of \$2.00 will be incurred for room changes made after September 1 in the fall and February 15 in the spring. Persons exchanging

ing rooms without the approval of the Housing Bureau will be subject to charges for both rooms.

The authorities of the University do not assume responsibility for the persons selected as roommates. Each student is urged to select the roommate when the room is reserved.

Beds and mattresses (39" x 74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets and pillows. Rugs, if desired, are not to exceed 54 square feet in size.

Duke University desires to provide for its students a residential environment conducive to academic achievement, the development of high ideals, and sound character. The institution asks and believes that each student will cooperate in achieving these aims by arranging his personal belongings in an orderly manner, by caring for the buildings and furniture as he would do in his own home, and by observing a code based on gentlemanly behavior in an educational environment which demands respect for all residents. Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when the room reservations are made. Occupants are expected to abide by these regulations.

Living Accommodations for Women

Undergraduate women are required to live in Woman's College residence houses unless they are married or are living with parents or close relatives in the City. In the case of a mature student, the Dean may make an exception under special circumstances.

For details concerning living accommodations for women, see the *Bulletin of Undergraduate Instruction*.

Dining Service

The dining facilities on the West Campus include three cafeterias with multiple-choice menus, and the Oak Room where full meals and *a la carte* items are served. The cost for the academic year ranges from \$375.00 to \$500.00, depending on the tastes of the individual. On the East Campus dining halls are located in the Union and in Southgate. Resident women may not board elsewhere than at these halls. The charge for board is \$200.00 per semester, payable at the time of registration.

In the Men's Graduate Center there is a cafeteria with multiple-choice menus and a Coffee Lounge where sodas and sandwiches are served from 11:30 A.M. to 11:00 P.M. The prices in these dining rooms are the same as on the West Campus.

Reserve Officers Training Corps



THROUGH the Naval and Air Force Reserve Officers Training program the University is cooperating with the Department of Defense in the effort to provide a steady supply of well-educated officers for the active and reserve forces of the nation.

The Naval Reserve Officers Training Corps

There are two basic programs through which students can qualify for Naval commissions upon graduation: one, the Regular Naval Reserve Officers Training Corps program, provides a maximum of four years in the University largely at government expense, followed by a temporary commission in the regular Navy or Marine Corps; the other, the Contract program, leads to a commission in the Naval Reserve or the U. S. Marine Corps Reserve.

THE REGULAR STUDENT—Scholarships are awarded on the basis of an annual nation-wide test and selection procedure. Students selected are appointed Midshipmen, USNR, and receive for a maximum of four years tuition, fees, and textbooks at government expense plus retainer pay at the rate of \$600 per year. The regular midshipman may take any course leading to a baccalaureate or higher degree with certain exceptions, e.g., pre-medicine and medicine, pre-theology and theology, music and art. His academic program must include 24 semester hours of naval science and by the end of his sophomore year he must complete a minimum of one year of college physics. In addition, three semester hours of trigonometry will be required if he has not previously completed such a course in a secondary school. The Regular goes on two summer training cruises aboard ship and receives aviation and amphibious indoctrination at naval shore stations the third summer.

Upon graduation he must accept a commission as Ensign, USN, or Second Lieutenant, USMC, if offered, after which he serves on active duty with the fleet for three years, if required by the Secretary of the Navy. Toward the end of the required active duty, he may request retention in the regular Navy or Marine Corps, or at his option be commissioned in the Reserve. Officers commissioned in the Reserve under such an option may be released to inactive duty except in times of national emergency.

THE CONTRACT STUDENT—The contract student is selected

from those regularly enrolled in Duke University who desire to qualify for a commission in the Naval or Marine Corps Reserve while pursuing their normal courses of study. There is no restriction on the course of study which a contract student may pursue. He must include in his academic program trigonometry (if not successfully completed in secondary school), and 24 semester hours of naval science. He has the status of a civilian who has entered into a mutual contract with the Navy and is not eligible for the benefits and retainer pay received by regular Midshipmen. He is paid a subsistence allowance during his last two years in the NROTC, however, amounting currently to 90 cents per day. He goes aboard ship for one summer training cruise, normally between his junior and senior years. Upon graduation, he is commissioned in the Naval or Marine Corps Reserve and, if needed, reports for two years' sea service. Upon completion of the minimum active service requirements he may request transfer to the regular component of the Navy or Marine Corps, retention on active duty as a reservist, or transfer to the inactive reserve for a period of four years.

Both Regular and Contract midshipmen are deferred from Selective Service by virtue of their commitment to serve on active duty after graduation. The Navy furnishes necessary uniforms and equipment. Uniforms are worn only on drill days or other special occasions when prescribed by the Professor of Naval Science. Regular and Contract students receive the same instruction and wear the same uniforms. No distinction is made between the two, except in the handling of their records.

The Air Force Reserve Officers Training Corps

The unit functions as a regular department of instruction known as the Department of Air Science. It selects and trains students who possess the requisite character, intelligence, desire, and sense of duty to become Air Force officers.

For enrollment in the Basic Course (freshman and sophomore years) the student must: be a male citizen of the United States; be physically qualified under standards prescribed by the Air Force (due allowance will be made for defects which are correctible prior to the student's eligibility for appointment as a commissioned officer); be accepted by the institution as a regularly enrolled student; be not less than 14 years of age and not have reached 23 years of age at the time of enrollment; have successfully completed such general survey and screening tests as may be prescribed; and must have signed a loyalty certificate with the U. S. Government. Students initially entering the University who have had previous preparatory or high school military training are normally accepted in Basic Air Science at the same academic level as that in which they are accepted by the University.

For enrollment in the Advanced Course (junior and senior years) the student must have successfully completed the Basic Course or have had at least one year of honorable service in the Armed Forces of the United States; must have executed a written agreement with the government to complete the Advanced Course *and accept a commission in the United States Air Force Reserve*, contingent upon remaining in school, and to attend Advanced Summer Training at the time specified; must have agreed to take orientation flights when offered; must be less than 28 years of age at the time of graduation; must have successfully completed such general survey and screening tests as may be prescribed; and must be selected by the Professor of Air Science and the appropriate authority of the University.

Students in the Basic Course may be deferred from Selective Service upon satisfactory completion of one semester of Basic Air Science. Advanced students are eligible for deferment as soon as they are enrolled formally in the Advanced Course. Selection for deferment is made by a board composed of representatives from the AFROTC and the University.

All uniforms, texts, and training equipment required for the Air Science Course are furnished at government expense, and students are paid a total of approximately \$600.00 for the two years of the Advanced Course.

Since the primary need of the Air Force is for flying officers, the great majority of students selected for Advanced Air Science must be physically qualified and desirous of applying for flying training after graduation. Upon graduation and completion of the Advanced Course, selected students will be offered commissions as Second Lieutenants in the Air Force Reserve. Reserve officers who desire lifetime careers in the Regular Air Force may apply for regular commissions after serving on active duty for one year. An Air Science IV student who maintains an academic average in the upper quarter of all seniors in his major is eligible for designation as a Distinguished AFROTC Cadet and later, a Distinguished AFROTC Graduate. A designee, if fully qualified, will receive a regular commission upon graduation.

The Bureau of Testing and Guidance



THE University maintains a Bureau of Testing and Guidance which provides a program of educational, vocational, and personal counseling for students. In addition, the Bureau administers special group testing programs for University schools and departments and serves as the local testing center for a wide variety of national

testing programs. The Bureau also carries on programs of research in the field of measurement and counseling. Although the counseling, testing, and research services of the Bureau are designed primarily to meet the needs of the students, the faculty, and the staff of Duke University, these services are made available to individuals and organizations outside the University as its facilities permit. Requests for further information should be addressed to the Director, Bureau of Testing and Guidance, Duke University, Durham, N. C.

Appointments Office



THE APPOINTMENTS OFFICE is a service agency designed to aid graduates in solving the problem of post-college employment. Its primary function is to serve as an intermediary between students and prospective employers. It acquaints students with possibilities in business and professional fields, it assembles comprehensive records on each registrant and makes these records available to appropriate representatives, and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. On occasion additional information of a special nature is secured. Confidential letters of recommendation are incorporated in the file of each registrant. The Office initiates contacts for students or cooperates with students who make contacts through personal efforts or through various departments of the University. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest.

There are two major divisions of the Office: the Commercial Division, which handles all matters involving contacts with business and professional areas not related to formal education; and the Educational Division, which concerns itself with teaching and school administration positions at all levels. Students and alumni may register with either or both of these divisions.

The Office receives more calls for qualified personnel than it can supply from its registrants. It is to the mutual advantage of the students and the Office that a complete record of registrants be assembled by the fall of the senior year.

Registration and Academic Regulations



ORIENTATION PROGRAM: All freshmen and transfer students are required to participate in the Activities of Orientation Week. The program includes general ability, achievement, and placement tests, orientation lectures, physical examinations, social events, special religious services, registration, and enrollment.

The University considers the planning of a course of study to be of primary importance. Perhaps the most significant moments of Orientation Week, therefore, are those which a new student spends with his faculty adviser. With the results of the several tests which all freshmen take available to them, the adviser and the student plan a course of study adapted to the ability, achievements, and goals of the individual student. New students who miss the whole or a part of the Orientation Program place themselves at a serious disadvantage at the very outset of their college career.

MATRICULATION AND REGISTRATION: Students in residence are required to submit to the Dean, not later than the date of the spring registration, cards showing their selection of courses for the following year. An advance deposit of \$25.00 is required before the card may be submitted. These cards, approved by the Dean, are filed for permanent record in the Dean's office. Students who do not select their courses for the following year at the time appointed must pay a fee of \$5.00 to the Treasurer of the University before their course cards may be approved for the fall. Students whose course cards have been approved in the spring may matriculate by mail during the summer. The same regulations, with the exception of the advance deposit, apply to registration for the spring semester.

Students who register in either semester at a date later than that prescribed in the calendar of this Bulletin must pay to the Treasurer a fee of \$5.00. They are counted as absent in the work they have missed in the courses to which they are admitted, and these absences carry the same penalty as do other absences from the course. Changes in courses for reasons not arising within the University require a payment of \$1.00 for each change made. No course may be elected later than one week after the opening of the semester, and no student may be admitted to any class without an enrollment card.

General Academic Regulations

QUANTITY CREDIT AND COURSE LOAD: The term of credit used is the semester hour, which signifies one recitation a week throughout the semester. Three hours of laboratory work are equivalent to one hour of class work. Two semesters of seventeen weeks each constitute the academic year. For the degree of Bachelor of Science in Engineering, credit for 148 semester hours is required.

In the College of Engineering the normal load is 18 semester hours, exclusive of physical education. No student is permitted to take less than 14 semester hours of work without special permission from the Dean or to take more than the normal load of work unless his average grade in the preceding semester is higher than C.

QUALITY CREDIT: The requirements for the degree are computed in semester hours and in quality points. Quality points are earned by a student on the basis of his grades: for an A he receives four quality points for each semester hour; for a B, three quality points for each semester hour; for a C, two quality points for each semester hour; for a D, one quality point for each semester hour; for an F, no quality points. Credit for at least 296 quality points is required for a degree in Engineering.

REQUIREMENTS FOR CONTINUATION IN COLLEGE AND FOR GRADUATION FROM COLLEGE: To continue in college and to graduate a student must, in addition to the requirements listed elsewhere in this Bulletin, pass a minimum number of semester hours, achieve a specified quality point ratio, and in the case of graduation earn a minimum number of quality points. The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours carried (not semester hours passed). These requirements are listed in the following table:

<i>For continuation from</i>	<i>The minimum requirement is</i>
The first to the second year	18 s.h. credit and a q.p.r. of 1.2
The second to the third year	42 s.h. credit and a q.p.r. of 1.4
The third to the fourth year	66 s.h. credit and a q.p.r. of 1.6
The fourth to fifth year, if needed	90 s.h. credit and a q.p.r. of 1.75
<i>For graduation from</i>	<i>The minimum requirement is</i>
Trinity and the Woman's College	124 s.h., 248 q.p. and a q.p.r. of 1.9
The College of Engineering	148 s.h., 296 q.p., a q.p.r. of 1.9 and a q.p.r. of 2.0 in senior work*

The minimum standards for continuation in the College of Engineering are the same as those listed above, but since the semester hour requirement for graduation in engineering exceeds the requirement of the liberal arts colleges, the standards may be adjusted to meet the special requirement of the College. Moreover, application of these

* A minimum average grade of C in all courses taken in the last year, as well as on all courses designated for the senior year in the particular engineering curriculum.

standards is based on the courses required in the engineering curriculum.

REPORTS: Reports on class attendance and proficiency in academic work are sent to parents or guardians after the examinations at the end of each semester. In addition, reports on freshmen are mailed at each mid-semester period.

DISMISSAL: In addition to the qualitative standards listed above, students must pass a minimum number of hours each semester. Freshmen must pass at least 6 semester hours of work in their first semester and 18 semester hours in their first year; all other students must pass at least 9 semester hours each semester. The University may require a student whose record is considered unsatisfactory to withdraw although he has met the minimum requirements set forth in this paragraph.

ACADEMIC CLASS STANDING: *To be classified as a sophomore*, a student must have to his credit at least 30 semester hours and 60 quality points and must have passed certain specially designated courses of the freshman engineering curriculum. *To be classified as a junior*, he must have to his credit at least 68 semester hours and 136 quality points and must have passed certain specially designated courses of the sophomore departmental engineering curriculum. *To be classified as a senior*, he must have to his credit at least 106 semester hours and a quality point ratio of 1.75 and must have passed certain specially designated courses of the junior departmental engineering curriculum.

RESIDENCE REQUIREMENT: A minimum of 36 semester hours of senior-level work in the College of Engineering must be earned in residence. A student who meets this requirement but who still lacks six to eight semester hours in final fulfillment of requirements may take this work in another institution of approved standing provided the course is approved by the head of the department concerned and by the Dean.

Grading, Attendance, and Examinations

GRADING: Grades are reported so as to indicate one of four circumstances.

(1) *Passed.* A, B, C, and D are all passing grades. The letters are intended to indicate the following quality of work: A, exceptional; B, superior; C, medium; D, inferior.

(2) *Failed.* A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

(3) *Incomplete.* (a) A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

(4) *Absent from final examination.* (a) The grade X indicates that the student was absent from the regularly scheduled examination. (b) If the absence has been excused by the Dean, the student may receive an examination upon the payment of a fee of \$3.00 to the Treasurer of the University. The instructor concerned arranges for the examination. (c) If absence from an examination is not excused by the Dean, the grade for the course concerned is recorded as F. (d) A student with an X grade who has not obtained a passing grade before the end of the semester following that in which the X was incurred is regarded as having failed in the course concerned and must repeat the work in class in order to receive credit.

If a student drops a course without permission from the Dean, the grade for that course is recorded as F. If he drops with permission a course in which he is failing at that time, the grade for that course is recorded as F unless, in the judgment of the Dean, circumstances do not justify this penalty.

ATTENDANCE: Regular and punctual attendance in class work is expected of all students. Weekly reports of all absences, irrespective of class standing, are made by each instructor and filed in the dean's office. No instructor has the authority to excuse a student from class attendance; it is his duty to report all absences and tardies.

The requirements for continuation in college and for graduation from college emphasize the desirability of assumption by the student of responsibility for class attendance. Controls are exercised, therefore, during the first two years of college residence. Thereafter, full responsibility is placed on the student.

(1) *Regulations applicable during the first two years of college residence:*

One unexcused absence per semester hour without penalty is allowed for personal obligations. Sophomores who in a normal schedule make averages of B or above in the preceding semester will be allowed two absences per semester hour for personal obligations, but will in all other respects be subject to the same regulations as other students.

The first three tardies in a given course are counted as one absence. Thereafter, each additional tardy is counted as one additional absence.

Absences due to illness when certified by a proper medical official will be excused. Absences due to authorized representation of the

University may be excused. Officials in charge of groups representing the University are required to submit names of those persons to be excused to the appropriate dean's office forty-eight hours in advance of the hour when their absences are to commence. Absences due to individual and personal reasons will not be excused.

All absences immediately before and after announced holidays are counted as regular absences and they result in a loss of two quality points for each absence in each class. Unexcused, consecutive absences, whether excessive or not, result in the loss of quality points as in the case of unexcused, excessive absences. Each excessive or consecutive absence results in the loss of quality points as follows: one quality point for the first absence, two additional for the second, and three additional for the third. When the third unexcused, excessive or consecutive absence occurs, the student is debarred from the course with a loss of six quality points and an F in the course. When the student has incurred twelve absences, excused and unexcused, in any course he is required to drop the course unless the instructor and the dean concerned grant special permission for him to continue in the course.

When a student's course load is reduced, on account of excessive absences, to less than 12 semester hours, he is required to withdraw from the University.

(2) Regulations applicable after two years of college residence:

Responsibility for punctual and regular attendance is placed on juniors and seniors. However, for absences before and after announced holidays two quality points are deducted for each absence in each class. Instructors are expected to refer to the Dean for appropriate action any student who in their opinion is causing his work or that of the class to suffer by virtue of absences or tardies.

EXAMINATIONS: Final examinations are held in all subjects in January and May.

DEFICIENCIES IN ENGLISH COMPOSITION: Any student who must take English 1 and whose score on the English placement test indicates that he is not ready for English 1 must earn a passing grade in English 1 before being permitted to enter English 1.

Whenever the work of a student in any course is unsatisfactory because of errors in English, the instructor may report the student to the Dean, who will require him to enroll in remedial English until, in the opinion of the Remedial Laboratory, the deficiency is removed.

All instructors are requested to advise their students each semester concerning this regulation.

Activities



STUDENT BRANCHES OF ENGINEERING PROFESSIONAL SOCIETIES

The three Departments of the College of Engineering support student branches of the following national professional engineering societies:

American Institute of Electrical Engineers, American Society of Civil Engineers, American Society of Mechanical Engineers.

ENGINEERING LECTURE SERIES

In addition to his participation in the student branches of the national professional engineering societies, the student has the opportunity of additional development through the *Engineering Lecture Series*. The general function of the series is to provide stimulating lectures by outstanding speakers.

Objectives of the *Lecture Series* are as follows:

- a. To evaluate the historical foundations of engineering and the progress of science in the useful arts.
- b. To stimulate and inspire engineering undergraduates by acquainting them with significant developments at the forefront of engineering science; and to appeal to engineers and scientists from the University and the Community.
- c. To provide engineering undergraduates with a comprehensive view of the interdependence of engineering and related fields.
- d. To bring to the attention of engineering undergraduates areas of engineering and science beyond those normally encountered.
- e. To assess the impact of engineering activity on science.

ENGINEERING HONORARY SOCIETIES

Tau Beta Pi—engineering national honor society—Gamma chapter of North Carolina.

Eta Kappa Nu—electrical engineering national honorary society—Duke University Branch of Eta chapter.

Pi Tau Sigma—mechanical engineering national honorary society—Pi Iota chapter.

Order of St. Patrick—honorary society recognizing leadership in engineering student activities.

ENGINEERS' STUDENT COUNCIL

The Engineers' Student Council, composed of approximately 20 members from the various organizations and classes in the engineering student body, coordinates the activities of all student organizations in the College of Engineering. The Council acts to represent the interests of the students in their relationships with the public, the faculty, and the administration. The Council is responsible for such activities as the Engineers' Show, Christmas decorations, homecoming displays, the student Lounge, and social events.

ENGINEERING STUDENT PUBLICATION

The DukEngineer, official student-published magazine of the College of Engineering which appears twice each semester, contains articles on technical and semi-technical topics and other matters of interest in the College.

ENGINEERS' RADIO ASSOCIATION

Membership in the Engineers' Radio Association is open to all students of the College of Engineering who have an interest in amateur radio. The Association operates amateur radio station W4AHY and conducts code and theory classes for members who desire to obtain a Federal Communications Commission license.

GENERAL ACTIVITIES OPEN TO ENGINEERS

Air Force Club; Arnold Air Society; Commodore Club (NROTC Social Organization); Interdormitory Council; Pep Board; Publications Board; Radio Council; Student Union Board of Governors; The Young Men's or Young Women's Christian Association; Debate Council; Duke Players; Duke University Church (Interdenominational); Duke University Handbook and Directory; Freshman Advisory Councils; Hoof 'n' Horn Club; Interfraternity Council; Intramural Athletic Department; Pegram Chemistry Club; Shoe and Slipper Club; Student Religious Council; Town Boys' or Girls' Club; Young Democrats Club; Young Republicans Club; Chamber Orchestra; Concert Band; Marching Band; Symphony Orchestra; Madrigal Singers; Men's or Women's Glee Club; The University Chapel Choir; *The Archive* (monthly); *Chanticleer* (annual); *Chronicle* (semiweekly); *Duke Peer*; The Student Broadcasting System (WDBS).

GENERAL HONORARY SOCIETIES

In addition to the national engineering student honorary societies, students of the College of Engineering are eligible for membership in the following national honorary societies:

Phi Beta Kappa (Scholarship); *Sigma Xi* (Scientific Research); *Omicron Delta Kappa* (Leadership—Men); *Phi Eta Sigma* (Freshman

Scholarship); *Pi Mu Epsilon* (Mathematics); *Sigma Pi Sigma* (Physics); *Sigma Delta Pi* (Spanish); *Tau Kappa Alpha* (Forensic); *Tau Psi Omega* (French); *Theta Alpha Phi* (Dramatic); *Delta Phi Alpha* (German).

Local honorary societies for which engineers are eligible include: *Red Friars* (Leadership); *Beta Omega Sigma* (Sophomore Leadership).

NATIONAL SOCIAL FRATERNITIES

Alpha Tau Omega; Beta Theta Pi; Delta Sigma Phi; Delta Tau Delta; Kappa Alpha; Kappa Sigma; Lambda Chi Alpha; Phi Delta Theta; Phi Kappa Psi; Phi Kappa Sigma; Pi Kappa Alpha; Pi Kappa Phi; Sigma Alpha Epsilon; Sigma Chi; Sigma Nu; Sigma Phi Epsilon; Tau Epsilon Phi; Theta Chi; Zeta Beta Tau.

HONORS

To be eligible for Honors, a student must earn, during the year, credit for at least the minimum academic load permitted by the College. All semester hours on which a student receives a grade are counted in the determination of Honors. Students in the freshman, sophomore, and junior classes who earn an average of at least three and one-half quality points per semester hour are given Honors.

The degree of Bachelor of Science in Civil, Electrical, or Mechanical Engineering with distinction is conferred in accordance with the following rules:

Students who have completed a minimum in residence of ninety semester hours in Duke University are eligible for general Honors at graduation. Those who earn an average of at least three and one-half quality points per semester hour are recommended for a degree *magna cum laude*. Those who earn an average of at least three and three-fourths quality points per semester hour are recommended for a degree *summa cum laude*. Graduation with distinction in his major department is awarded to the student who in the opinion of the department and of a special committee of the faculty has demonstrated exceptional achievement in the area of his special interest.

PRIZES

The Tau Beta Pi Prize: The North Carolina Gamma Chapter of Tau Beta Pi, national honorary engineering society, awards each year a suitable prize, such as an engineering handbook, to a sophomore student in engineering for outstanding scholastic achievement during the freshman year.

The Milmow Prize: This prize, consisting of one year's subscription to the *Electrical World*, is awarded each year to that student from North or South Carolina graduating in the Department of Electrical Engineering, who, in the opinion of the faculty of that department and as shown by his grades, has made the most progress in electrical engineering during his last year in college.

Julia Dale Prize in Mathematics: This is a prize of books given annually to the undergraduate who shows the greatest proficiency in the study of the calculus.

The William Senhauser Prize is given by his mother in memory of her son, a member of the class of 1942, who lost his life in the Pacific Theatre of War on August 4, 1944. The award is made annually to the sophomore or junior in Trinity College or the College of Engineering who has made the greatest contribution through participation and leadership in intramural sports. The winner of this prize is chosen by a committee selected by the President of the University.

The Degree of Bachelor of Science in Engineering



THE studies in the College of Engineering are designed for students who are preparing for civil, electrical, or mechanical engineering as a profession. These studies lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E. All curricula of the College are fully accredited by the Engineers' Council for Professional Development.

Uniform Requirements

Each of these degrees requires 148 semester hours of work, four of which are in physical education.

The curriculum of each department consists of three components: (1) a freshman program common to all three departments, (2) certain general courses throughout the remaining three years, (3) special courses in the specific department. The general courses are described below. The special program of each department and a description of the courses it offers are given in the section of this Bulletin devoted to that department.

Air Force Reserve Officers' Training Corps and Naval Reserve Officers' Training Corps students who are majoring in engineering take the standard programs of their departments of specialization with certain exceptions that are noted under the respective departments.

General Courses of Instruction

REQUIRED NONENGINEERING SUBJECTS

CHEM. 1-2. GENERAL INORGANIC CHEMISTRY.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. One lecture, two recitations, and three laboratory hours, throughout the year. 8 s.h.

ECON. 51-52. PRINCIPLES OF ECONOMICS.—For sophomores. 6 s.h.

ENGL. L. ENGLISH FUNDAMENTALS.—Required of freshmen whose scores on the placement tests indicate that they are not ready for English 1. Students who fail in English L must repeat the course. Students who have earned credit in English L must also take English 1 and 2. 3 s.h.

ENGL. 1-2. ENGLISH COMPOSITION.—Required of all freshmen. 6 s.h.

ENGL. E93. ADVANCED COMPOSITION FOR ENGINEERS.—This course concentrates on those forms of writing most needed by men in technical fields, especially engineering. Among other types of writing, it includes business letters,

technical reports, and semi-technical articles. Open to non-engineering students only upon consent of the instructor. Prerequisites: English 1 and 2. 3 s.h.

ENGL. 151. ESSENTIALS OF PUBLIC SPEAKING.—A basic course designed to give the poise necessary to speak freely before an audience. Particular attention on speech materials and oral presentation. 3 s.h.

HIST. EI-2. THE UNITED STATES IN THE WORLD TODAY.—Designed for students in the College of Engineering. First semester: the rise of national states in Western Europe and other circumstances attending the discovery and settlement of the New World; the foundation of American institutions; the establishment of the Federal Republic; the frontier, the westward movement, and contemporary international development; the Civil War; the growth of industry and its influence on society; the Spanish-American War and the emergence of the United States as a world power. Second semester: the growing interdependence of the Western Nations in the twentieth century; their influence throughout the world; the participation of the United States in the World Wars, and the resulting problems of today. 6 s.h.

MATH. 1. INTERMEDIATE ALGEBRA.—Elementary topics, factoring, fractions, linear equations in one, two, and three unknowns, functions and graphs, exponents and radicals, elements of quadratic equations. Prerequisite: one unit in algebra and one in geometry. Required before Mathematics 5 when necessary. 3 s.h.

MATH. 5. COLLEGE ALGEBRA.—Advanced topics in quadratic equations, systems involving quadratics, variation, binomial theorem, progressions, inequalities, theory of equations, permutations and combinations, probability, determinants, partial fractions. This course and Mathematics 6 may be taken concurrently. 3 s.h.

MATH. 6. PLANE TRIGONOMETRY.—Logarithms, right and oblique triangles, radian measure, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, complex numbers. This course and Mathematics 5 may be taken concurrently. 3 s.h.

MATH. 50. PLANE ANALYTIC GEOMETRY.—Rectangular and polar co-ordinates, loci, straight lines, conic sections. This course and Mathematics 51 may be taken concurrently. Prerequisites: Mathematics 5 and 6. 3 s.h.

MATH. 51. CALCULUS I.—Differentiation of elementary functions, curve tracing, maxima and minima, motion. Must be preceded or accompanied by Mathematics 50. 3 s.h.

MATH. 52. CALCULUS II.—Integration of elementary functions, areas, solids of revolution, length of arc, surfaces of revolution, centroids, moments of inertia, pressure, curvature, indeterminate forms. Prerequisite: Mathematics 51. 3 s.h.

MATH. 53. CALCULUS III.—Introduction to solid analytic geometry, partial differentiation, multiple integrals, series, introduction to differential equations. Prerequisite: Mathematics 52. 3 s.h.

MATH. 111. MATHEMATICAL ANALYSIS FOR ENGINEERS.—Ordinary and partial linear differential equations with constant coefficients, Fourier series and their applications, vectors. Prerequisite: Mathematics 53. 3 s.h.

MATH. 131. ELEMENTARY DIFFERENTIAL EQUATIONS.—Solution of elementary types; formation and integration of equations arising in applications. Prerequisite: Mathematics 52. 3 s.h.

PHYS. 41-42. GENERAL PHYSICS.—Treats the basic principles of general physics in a more quantitative manner than Physics 1-2. Not open for credit to students who have taken Physics 1-2. Three lecture-recitations and one three-hour laboratory period each week. Concurrent: Math. 5. 8 s.h.

PHYS. 75. MODERN PHYSICS.—The elements of atomic and nuclear physics. Kinetic theory, relativity, quantum theory, spectra, x-rays, radioactivity, cosmic rays. Prerequisites: Physics 1-2 or 41-42, or equivalent. Concurrent: a course in differential calculus. 3 s.h.

AIR SCIENCE COURSES

BASIC COURSES

AS 1-2. FIRST YEAR BASIC AIR SCIENCE.—This course introduces the student to the AFOTC Program and the field of aviation. The fundamentals of global geography are studied in relationship to international tensions and the resulting formation of security organizations. The course concludes with an analysis of the instruments of national military security. 4 s.h.

AS 51-52. SECOND YEAR BASIC AIR SCIENCE.—Stress is laid upon the elements and potentials of air power including targets, weapons, aircraft, air oceans, air bases, and Air Force organizations. A survey is made of the careers open to personnel in the Air Force. 4 s.h.

ADVANCED COURSES

All students selected to continue in Air Science pursue:

AS 101-102. FIRST YEAR ADVANCED AIR SCIENCE.—The first semester is concerned with the Air Force commander and his staff; techniques of problem solving; communications processes and Air Force correspondence; instructing in the Air Force. The second semester deals with military law, courts and boards and applied air science including problems of modern flight, navigation and weather. The functions of an Air Force Base are studied also. Prerequisites: AS 1-2 and 51-52 or equivalent. 8 s.h.

AS 201-202. SECOND YEAR ADVANCED AIR SCIENCE.—The first semester includes career guidance, seminar studies in the principles of leadership and management in the Air Force, and military aviation and the evolution of warfare. The second semester is concerned with the military aspects of world political geography and concludes with a briefing for commissioned service. Prerequisites: AS 1-2 and 51-52 or equivalent, and AS 101-102. 8 s.h.

NAVAL SCIENCE COURSES

Standardized titles and designators for courses are established by the Bureau of Naval Personnel for use at the 52 NROTC Institutions. The first digit indicates the year of the course; the second digit indicates whether semester or quarter (0 for semester, 1 for quarter); the third digit indicates the semester or quarter of school year in which offered. Specialized courses for Marine Corps officer candidates are indicated by the letter "M" after the designator, and substitute for the basic course of the same number.

NS 101. NAVAL HISTORY.—History of navy regulations, naval customs and courtesies considered basic to further study of Naval Science; naval history, relating the rise and fall of sea power to other aspects of world history as a basis for understanding the role of navies in the world today. 3 s.h.

NS 102. NAVAL ORIENTATION.—Introduction to carrier, air, surface, under-sea, and amphibious warfare; basic types, characteristics, capabilities, and limitations of naval vessels; deck seamanship; naval formations and maneuvers. 3 s.h.

NS 201. NAVAL WEAPONS.—Evolution of naval ordnance; types and properties of explosives; principles in design and assembly of guns and ammunition; gun assembly types and operation, capabilities and limitations of past, present and future weapons systems; principles and use of radar and radar systems; elements and principles in the problem of control of naval weapons against air and surface targets. 3 s.h.

NS 202. NAVAL WEAPONS.—The elements of representative gunfire control systems; principles in the mechanical and electronic solution of fire-control problems; principles in the alignment and maintenance of gun batteries; organization and functions of the combat information center; naval gunfire support of amphibious operations; principles and use of anti-submarine warfare devices and systems; principles of torpedoes, mines, rockets, and guided missiles. 3 s.h.

NS 301M. EVOLUTION OF THE ART OF WAR.—A survey of the evolution of weapons, strategy, tactics and matériel; illustration of the classic principles of war by a study of selected battles and campaigns; a summary of the development of U. S. military and foreign policy. For Marine Corps candidates. 3 s.h.

NS 302. NAVIGATION.—Magnetic and gyro compasses; principles of chart construction; dead reckoning; piloting; nautical astronomy, including a study of the actual and apparent motion of the earth and studies of celestial coordinates, time systems, the astronomical triangle, and identification of stars and planets; solutions of observations for lines of position; complete day's work in practical navigation. 3 s.h.

NS 302M. MODERN BASIC STRATEGY AND TACTICS.—Modern tactical principles and techniques, especially on the small unit level, illustrated by contemporary historical examples; development of a general understanding of strategy. For Marine Corps candidates. 3 s.h.

NS 401. NAVAL OPERATIONS.—Tactics and operations including concepts of combined fleet, force, and group operations; watchstanding duties afloat; relative motion and its application to tactical maneuvering; electronic navigation; communications from ship to ship through fleet levels; Rules of the Nautical Road. 3 s.h.

NS 401M. AMPHIBIOUS WARFARE.—History and development of amphibious operations and organizations; analyses of amphibious operations of World War II and of the Korean action. For Marine Corps candidates. 3 s.h.

NS 402. NAVAL ADMINISTRATION.—Structure of the Navy; organization and administrative procedures; principles of personnel management; elements of military law; leadership and personal relations. 3 s.h.

NS 402M. AMPHIBIOUS WARFARE. PART II.—Further study of selected amphibious operations; Uniform Code of Military Justice; leadership. For Marine Corps candidates. 3 s.h.

Common Engineering Subjects

ENGRG. 1. ENGINEERING DRAWING.—The study of mechanical drawing with emphasis on third angle projection, pictorial drawing, dimensioning, working drawings, pencil and ink techniques. 2 s.h.

ASSISTANT PROFESSORS HAINES AND LEWIS AND MR. DAVIS

ENGRG. 2. DESCRIPTIVE GEOMETRY.—A study of drawing board geometry with emphasis on line and plane problems, developments, and intersections. Further emphasis on drawing techniques. Prerequisite: Engrg. 1. 2 s.h.

ASSISTANT PROFESSORS HAINES AND LEWIS

ENGRG. 57. STATICS.—A study of force systems, equilibrium by algebraic and graphic methods, friction, centroids, moments of inertia. Prerequisite: Engrg. 1; concurrent: Mathematics 52. 3 s.h. ASSOCIATE PROFESSOR PALMER AND MR. THARP

ENGRG. 58. DYNAMICS.—General principles of dynamics as applied to particles and rigid bodies. Translation, rotation, general plane motion, work and energy, impulse and momentum, gyroscopic motion. Prerequisite: Engrg. 57, Mathematics 52. 3 s.h.

ASSISTANT PROFESSOR ARGES

ENGRG. 107. STRENGTH OF MATERIALS.—Stresses and strains in elastic bodies; shear and moment diagrams; stresses in beams; beam deflections by double integration and area-moments; statically indeterminate beams, torsion, principal stresses. Prerequisite: Engrg. 57, Mathematics 52. 3 s.h.

ASSOCIATE PROFESSOR J. W. WILLIAMS AND ASSISTANT PROFESSOR ARGES

ENGRG. 109. STRENGTH OF MATERIALS LABORATORY.—Study and use of testing machines and strain gages. Tests to determine significant physical properties of the common engineering materials. Experimental verification of the elementary theory of structural members. Must be preceded or accompanied by Engrg. 107. 1 s.h.

ASSISTANT PROFESSOR ARGES AND MR. PETERSON

ENGRG. 128. **HYDRAULICS.**—Physical properties of fluids, fluid statics, continuity and energy principles, pressure-momentum principle, elementary principles of turbines and pumps, flow of a real fluid, dimensional analysis and dynamic similarity, fluid flow in closed conduits and in open channels, fluid measurements. Prerequisite: Engrg. 58 or M.E. 52. 3 s.h.

ASSOCIATE PROFESSOR J. W. WILLIAMS AND MR. PETERSON

ENGRG. 151. ***AIRCRAFT STRUCTURES.**—Fundamental theory of stress analysis of airplane components including an introduction to design principles and methods. Space structures, inertia forces, load factors, properties of aircraft materials, buckling of thin sheets and curved panels, semimonocoque structures, plasticity, shear flow theory, semitension field beams. Seniors only. Prerequisite: Engrg. 107. 3 s.h.

ASSISTANT PROFESSOR STOTTLEMYER

ENGRG. 169. ***LEGAL ASPECTS OF ENGINEERING.**—A course designed to introduce engineering students to those aspects of the law encountered in the practice of engineering. Subjects included are: contracts and specifications, real and personal property, torts, insurance, agency, equity, evidence, labor management, sales, expert testimony, engineering registration and ethics. Open to seniors only. 3 s.h.

MR. RABIN

ENGRG. 170. ***PATENT LAW FOR ENGINEERS.**—A course designed to familiarize engineering students with the legal principles and procedures for protecting patentable inventions, such as drafting and analysis of specifications and claims, study of infringements, assignments, licenses, and record documentation. Open to seniors only. 3 s.h.

MR. RABIN

* Offered only upon sufficient demand; enrollment limited.

Department of Civil Engineering



JAMES WESLEY WILLIAMS, Acting Chairman
Associate Professor

AUBREY EDWIN PALMER
Associate Professor

KIRO PETE ARGES
Assistant Professor

WILLIAM HENRY GARDNER, JR.
Assistant Professor

HOWARD N. HAINES
Assistant Professor

RALPH ELTON LEWIS
Assistant Professor

PAUL CLINTON STOTTLEMYER
Assistant Professor

JAMES EMMET PETERSON
Instructor

KENNETH JOHN THARP
Instructor

ROGER BAXTER DAVIS
Instructor, Part Time

WADE GILLIES BROWN
Lecturer

THE work of a civil engineer may be divided into four major fields: sanitation—public health, water supply and waste disposal; hydraulics—dealing with flood control, river improvements, irrigation, drainage, and water power; transportation—dealing with railroads, highways, airports, waterways, park systems, traffic control, and city planning; structures—dealing with bridges, buildings, foundations, dams, tunnels, tanks, bins, and various industrial structures. The concern of a civil engineer is primarily with design and construction, although often his responsibility includes maintenance. His undergraduate education comprises scientific, technical, civic, and cultural subjects. In order that he may become qualified to assume responsible charge of engineering work, he must supplement this instruction with progressive study after he graduates and while he is securing his practical experience.

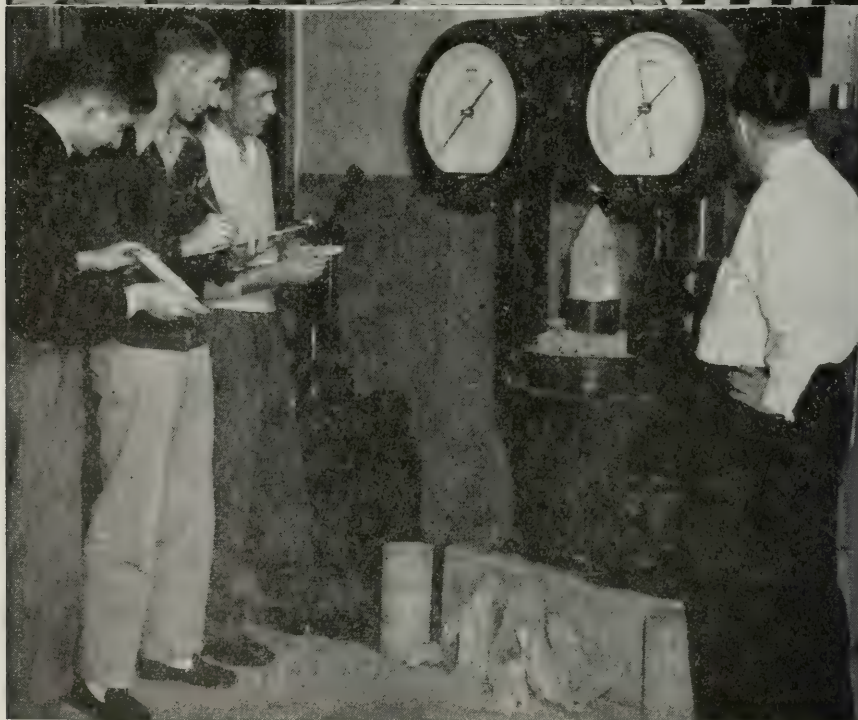
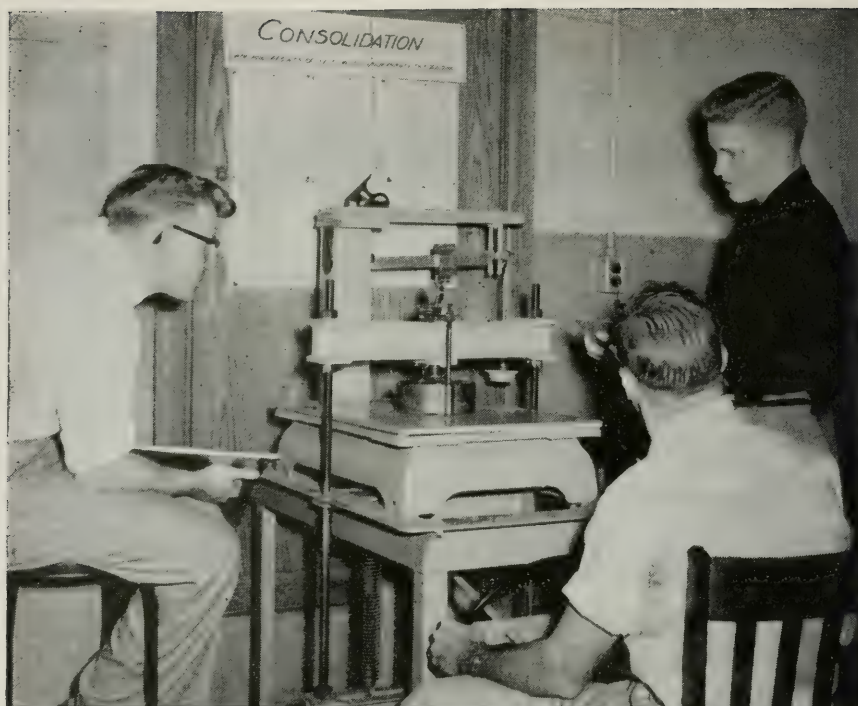
The various facilities of the department are described below.

HIGHWAY MATERIALS

Complete equipment is available for the preparation and testing of aggregates, cement, bituminous materials, and concrete.

SANITARY ENGINEERING

In the sanitary laboratory there is complete equipment for performing the physical, chemical, bacteriological, and microscopic tests as outlined by the American Public Health Association. Different types of water current meters are available for work in stream gauging.



SURVEYING

The department has an unusually modern and representative collection of transits, levels, plane tables, accessory equipment, as well as precise levels and theodolites.

CIVIL ENGINEERING DRAFTING ROOM

A special drawing room has been set aside for upperclassmen in civil engineering. The room is specially illuminated with fluorescent lights and has properly conditioned two-toned walls to relieve eye strain. Filing cabinets for storing each student's equipment, eight large-sized universal drafting machines, numerous smaller-sized ones, planimeters, curves, and other accessories are readily available.

STRESS LABORATORIES

For advanced instruction in stress analysis there are various polariscopes with facilities for taking and developing pictures, large-sized Begg's deformeter, loading frames, and miscellaneous tools for preparing accurate models for testing. Electric calculating machines are to be found in an adjoining room so that the students may more readily compare calculated and experimental results.

CEMENT AND CONCRETE TESTING

For the testing of cement, fine and coarse aggregates, and concrete, two rooms and an adjoining closet are provided, the closet being equipped with temperature and moisture control. In addition to the small accessories there is an automatic shot-testing briquette machine, flow table, Ro-tap shaker, steam baths, unit weight measures, capping devices, special equipment for making flexural tests, as well as a 300,000-pound hydraulic compression machine.

SOIL TESTING

For the classification of soils there is standard equipment for finding the liquid limit, plastic limit, shrinkage limit, field moisture equivalent, centrifuge moisture equivalent, specific gravity, sieve analysis using Ro-tap shaker, and hydrometer analysis using a constant temperature bath. In making foundation studies, permeability is measured by constant and variable head permeameters and by horizontal capillarity; shearing values are determined by unconfined compression tests, four modern shear machines as well as by two triaxial shear machines; bearing values are found by the Proctor and California bearing tests; consolidation and settlement forecasts are made from data secured on three consolidation machines. Laboratory tables will accommodate twenty students. Drying racks, electric ovens, and other accessories of the latest types are to be found in this laboratory.

MATERIALS LABORATORY

This laboratory is equipped to give instruction in the basic principles of stress and strain and for the testing of structural members. Its facilities are adequate for both graduate and undergraduate instruction. Included in this laboratory are three universal testing machines with capacities from 5,000 to 150,000 pounds; various hardness testers; machines for torsion, fatigue, and impact; calibration apparatus; and a variety of modern strain gauges of direct acting mechanical and electric-resistance types.

*Program of Studies for the Degree of Bachelor
of Science in Civil Engineering*

Freshman Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
Engrg	1	Engineering Drawing....	2	Engrg	2	Descriptive Geometry....	2
Engl	1	English Composition....	3	Engl	2	English Composition....	3
Hist	E1	U. S. in World Today...	3	Hist	E2	U. S. in World Today...	3
Math	5	College Algebra.....	3	†Math	50	Analytic Geometry.....	3
Math	6	Trigonometry.....	3	†Math	51	Calculus I.....	3
Phys	41	General Physics.....	4	Phys	42	General Physics.....	4
PE		Physical Education.....	1	PE		Physical Education.....	1
			19				19

Sophomore Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
Chem	1	Gen. Inorg. Chemistry...	4	Chem	2	Gen. Inorg. Chemistry...	4
CE	51	CE Fundamentals.....	1	CE	62	Surveying II.....	2
†CE	61	Surveying I.....	4	Econ	52	or Political Science.....	3
Econ	51	or Political Science.....	3	†Engrg	107	Strength of Materials...	3
Engrg	57	Statics.....	3	Engl	E93	Advanced Composition...	3
Math	52	Calculus II.....	3	Math	53	Calculus III.....	3
PE		Physical Education.....	1	PE		Physical Education.....	1
			19				19

Junior Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
CE	113	Route Surveying.....	2	CE	118	Engineering Materials...	2
†CE	131	Structural Mechanics I...	3	CE	135	Soils Mechanics.....	3
EE	123	Electric Circuits.....	4	CE	140	Structural Mechanics II..	3
Engrg	58	Dynamics.....	3	Engrg	109	Materials Laboratory...	1
*Electives			6	†Engrg	128	Hydraulics.....	3
			18	*Electives			6
			18				18

*Part of a planned program of electives with minimums of nine semester hours required in the humanities and social sciences of all students and nine semester hours required in mathematics, sciences, or technical subjects of students not taking military science.

†Courses which must be passed before academic standing can be advanced. (See page 27).

Senior Year

FIRST SEMESTER

S.H.

CE	123	Hydraulic Engineering...	3
CE	132	Steel and Timber.....	4
CE	137	Seminar.....	1
ME	103	Thermodynamics.....	3
Me	115	Mech. Engrg Laboratory.	1
*Electives.....			6

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SECOND SEMESTER

S.H.

CE	116	Transportation Engrg...	3
CE	124	Sanitary Engineering....	3
CE	133	Reinforced Concrete.....	4
CE	146	Professional Engineering.	2
*Electives.....			6

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COURSE SUBSTITUTIONS FOR MILITARY SCIENCE STUDENTS

Air Force and Naval ROTC students (including candidates for Marine Corps commissions) who are majoring in civil engineering substitute military science courses for certain of the courses outlined in the basic civil engineering curriculum. These substitutions are indicated by the following table.

Year	Semester	Course Replaced	ROTC SUBSTITUTE					
			Air Force		Navy		Marine	
1	1	Hist. E1 (3 s.h.)	AS	1 (2 s.h.)	NS	101 (3 s.h.)	NS	101 (3 s.h.)
	2	Hist. E2 (3 s.h.)	AS	2 (2 s.h.)	NS	102 (3 s.h.)	NS	102 (3 s.h.)
2	1	Econ. or PS (3 s.h.)	AS	51 (2 s.h.)	NS	201 (3 s.h.)	NS	201 (3 s.h.)
	2	Econ. or PS (3 s.h.)	AS	52 (2 s.h.)	NS	202 (3 s.h.)	NS	202 (3 s.h.)
3	1	Elective (3 s.h.)	AS	101 (4 s.h.)	Elective (3 s.h.)		NS	301M (3 s.h.)
	2	Technical (3 s.h.)	AS	102 (4 s.h.)	NS	302 (3 s.h.)	NS	302M (3 s.h.)
		Elective (3 s.h.)						
4	1	Technical (3 s.h.)						
		Elective (3 s.h.)	AS	201 (4 s.h.)	NS	401 (3 s.h.)	NS	401M (3 s.h.)
	2	Technical (3 s.h.)						
		Elective (3 s.h.)	AS	202 (4 s.h.)	NS	402 (3 s.h.)	NS	402M (3 s.h.)

Courses of Instruction

CE 51. CIVIL ENGINEERING FUNDAMENTALS.—An introduction to engineering procedures and methods. The history and scope of civil engineering. Prerequisite: Engrg. 1. Math 5 and 6. 1 s.h. STAFF

CE 61. SURVEYING I.—Use of instruments; transit, stadia and compass surveying; differential and profile leveling; setting grade stakes; calculations of bearings, latitudes, departures and areas; methods of plotting; mapping based on transit-tape and stadia surveys; determination of azimuth by solar and stellar observations; care and adjustment of instruments. Prerequisite: Engrg. 1 and Math 6. 4 s.h.

ASSISTANT PROFESSOR ARGES AND MR. THARP

CE 62. SURVEYING II.—Topographic surveying using stadia and plane table; rural and urban land surveys; public land system; grading plans and earthwork quantities; triangulation. Introduction to photogrammetry. Prerequisite: CE 61. 2 s.h.

ASSISTANT PROFESSOR ARGES AND MR. PETERSON

CE 108. *ADVANCED STRENGTH OF MATERIALS.—Applications of Mohr's circle, deflections, and energy of strain to advanced problems. Prerequisite: Engrg. 107. 3 s.h.
ASSISTANT PROFESSOR GARDNER

SI10. PLANE SURVEYING.—The equivalent of CE 61 given especially for students in forestry. See *Bulletin of Summer Session*. 4 s.h.
ASSISTANT PROFESSOR ARGES

CE 113. ROUTE SURVEYING.—The calculation and laying out of simple, compound, and easement curves; widening of curves; vertical curves; setting slope stakes; ordinary earthwork computations and mass diagrams. Prerequisite: CE 61. 2 s.h.
ASSOCIATE PROFESSOR WILLIAMS

CE 116. HIGHWAY ENGINEERING.—Location, design, construction and maintenance of highways and city streets; soil stabilization; traffic studies; economics of planning and design. Prerequisite: CE 113, CE 135. 3 s.h.
ASSOCIATE PROFESSOR WILLIAMS AND MR. THARP

CE 118. MATERIALS OF ENGINEERING.—Study and testing of materials, commonly used in engineering. Standard tests to determine significant physical properties of cementing materials and aggregates. The design and proportioning of concrete mixtures. Prerequisite: Engrg. 107. 2 s.h.
ASSISTANT PROFESSORS ARGES AND GARDNER

CE 121. *HYDROLOGY.—Fundamentals of meteorology; precipitation; evaporation. Ground water development. Stream flow and stream gaging. Hydrograph analysis. Flood routing. Field trips to be arranged. Prerequisite: Engrg. 128. 3 s.h.
ASSISTANT PROFESSOR STOTTLEMYER

CE 123. HYDRAULIC ENGINEERING.—Pipe flow, compound pipe systems, network analysis, analysis and problems on pumps and turbines, fundamental aspects of hydrology. Open channel flow, non-uniform flow computations. Irrigation and drainage problems. Flood control and hydraulic structures. Prerequisite: Engrg. 128. 3 s.h.
ASSISTANT PROFESSOR STOTTLEMYER

CE 124. SANITARY ENGINEERING.—Public Health and Engineering Aspects of Water Supply and Waste Disposal. Population estimation, storage requirements, supply and collection systems. Water and waste treatment, laboratory analyses and interpretation of results. Prerequisite: CE 123, Chemistry 2. 3 s.h. MR. BROWN

CE 128. INDUSTRIAL WATER SUPPLIES.—Water quality for industrial uses. Analytical techniques and interpretation of results. Boiler feed water requirements; softening, ion exchange; deaeration, priming; foaming; corrosion; embrittlement. Control of treatment processes. Prerequisite: Chemistry 1-2. 3 s.h. Not offered 1956-57.

CE 131. STRUCTURAL MECHANICS I.—Stresses in trusses by algebraic and graphic methods under all conditions of loading. Structural drafting. Prerequisite: Engrg. 107. 3 s.h.
ASSOCIATE PROFESSOR PALMER AND ASSISTANT PROFESSOR STOTTLEMYER

CE 132. STEEL AND TIMBER.—Tension, compression, flexural members, eccentric connections, unsymmetrical bending, riveted and welded plate girders, trusses and office building frames. Timber design using ring connectors. Design and detail drawings. Prerequisite: CE 131. 4 s.h.
ASSOCIATE PROFESSOR PALMER AND ASSISTANT PROFESSOR STOTTLEMYER

CE 133. REINFORCED CONCRETE.—Theory and design of reinforced concrete beams, columns, and footings. Arches and bents by column analogy. Prerequisite: CE 140. 4 s.h.
ASSISTANT PROFESSOR GARDNER

CE 135. SOIL MECHANICS.—Identification and classification; flow nets; frost action; stability of foundations, cuts and embankments, and retaining walls; settlement. Laboratory includes identification, permeability, shear, unconfined compression, consolidation and compaction tests. Prerequisite: Engrg. 107. 3 s.h.
ASSISTANT PROFESSOR GARDNER

* Offered only upon sufficient demand; enrollment limited.

CE 137-138. SEMINAR.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. 2 s.h.

ASSOCIATE PROFESSOR WILLIAMS AND STAFF

CE 140. STRUCTURAL MECHANICS II.—Application of least work, slope deflection, and moment distribution to statically indeterminate structures. Deflection of trusses. Prerequisite: CE 131. 3 s.h.

ASSOCIATE PROFESSOR PALMER

CE 142*. ADVANCED HYDRAULICS.—Static and dynamical principles of fluids applied to specific engineering problems. Effects of gravity, viscosity, compressibility, and surface tension on fluid motion in closed conduits and open channels; surface and form resistance; dimensional analysis and theory of models. Non-uniform flow in open channels. Hydraulic jump, backwater curves. Prerequisite: Engrg. 128 or ME 105. 3 s.h.

ASSOCIATE PROFESSOR WILLIAMS

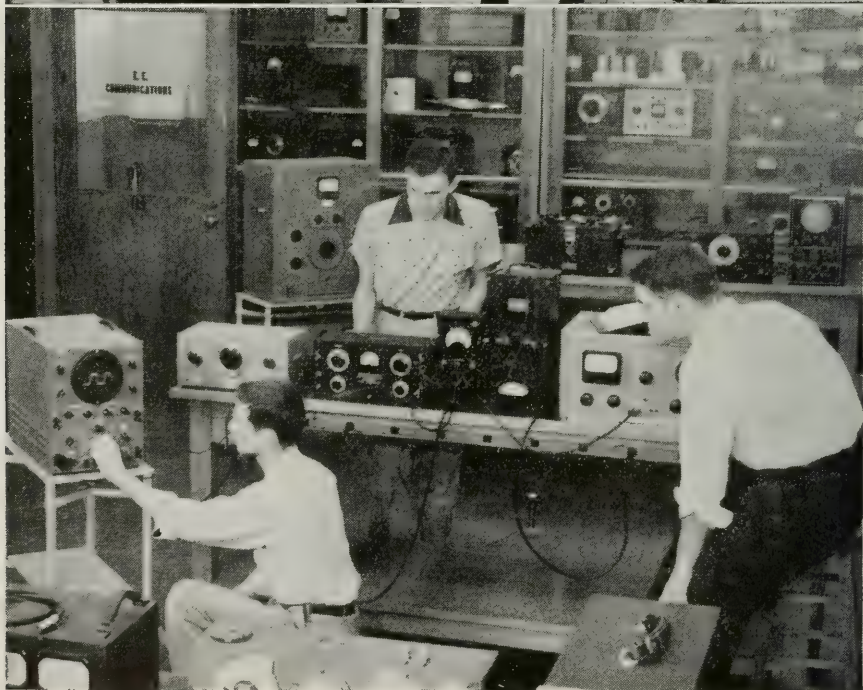
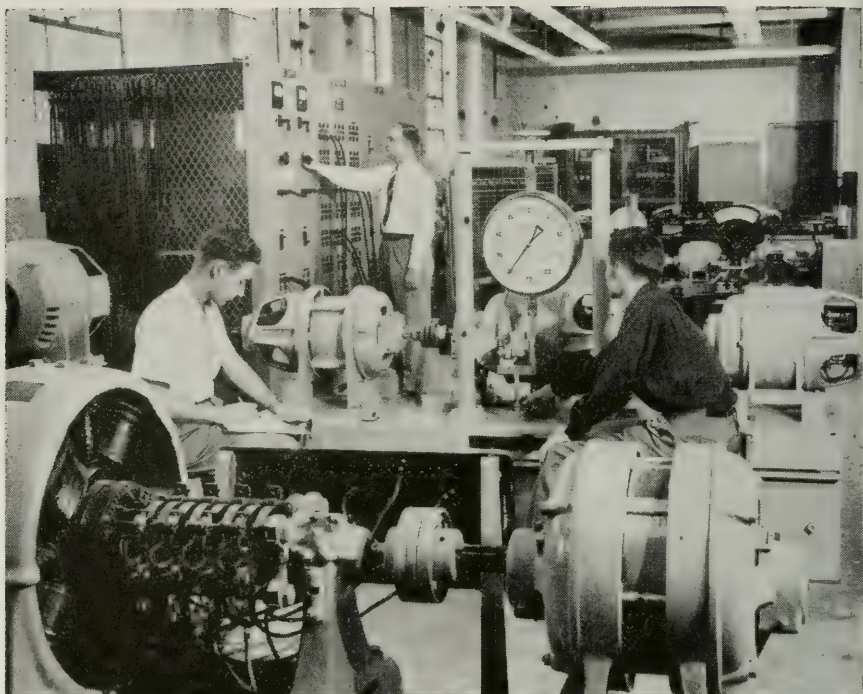
CE 143-144. PROJECTS IN CIVIL ENGINEERING.—This course may be assigned by the Chairman of the Department to certain seniors who have shown an aptitude for research in one distinct field of civil engineering, in which case it may be substituted for certain general civil engineering courses. 2-6 s.h.

STAFF

CE 146. PROFESSIONAL ENGINEERING PROBLEMS.—Professional aspects of civil engineering practice. Selected problems in analysis and design, consideration of engineering economy, contracts, specifications, and ethics. Seniors only. 2-3 s.h.

ASSOCIATE PROFESSOR PALMER

* Offered only upon sufficient demand, enrollment limited.



Department of Electrical Engineering



WALTER JAMES SEELEY, Chairman
James B. Duke Professor

CHARLES ROWE VAIL, Executive Officer
Associate Professor

FRANK NICHOLAS EGERTON
Associate Professor

EDWARD KREADY KRAYBILL
Associate Professor

OTTO MEIER, JR.
Associate Professor

JOHN LESLIE ARTLEY
Assistant Professor

JACOB FRANK KOENIG
Assistant Professor

HARRY ASHTON OWEN, JR.
Assistant Professor

WALLACE LEON WILLIAMS
Instructor

ROBERT LEON THURSTONE
Instructor, Part-time

THE profession of electrical engineering enters into every form of industry and public service where power is utilized, intelligence is transmitted, and precise control is exercised over physical, chemical, or mechanical operations. Within its province come the generation, transmission, distribution, and utilization of electric power; communications, embracing acoustics, telegraphy, telephony, radio, television, and radar; illumination; electrical transportation; and industrial processes and their control. In any one of these and other varied fields of application, the electrical engineer may engage in work which ranges from basic research, through development, design, manufacturing, sales, operation, and maintenance, to administration, consulting and teaching.

To prepare students to meet these broad professional demands, the curriculum in electrical engineering has been carefully designed to provide a solid foundation of mathematics and basic science, a comprehensive training in general engineering fundamentals, an integrated study of the principles of electrical engineering, and an appropriate rounding in the liberal arts.

Classroom theory is translated into practice in the excellently equipped laboratories which are described in the following paragraphs.

THE FIELDS AND CIRCUITS LABORATORIES

These two laboratories are equipped for the experimental study of electric and magnetic fields and circuits. Electric and fluid analogue mappers are used in plotting the configurations of two-dimensional

electric and magnetic fields. Studies are made of electric circuit parameters considered both singly and in combination, and magnetic circuit principles are tested. Nonsinusoidal waves are both synthesized and analyzed, and oscillographic studies are made of both the steady-state and transient behavior of direct-current circuits and single-phase and polyphase alternating-current circuits.

THE INSTRUMENTATION-ELECTRONICS LABORATORY

Facilities are provided in this laboratory for studying the principles and techniques of instrumentation in all fields of engineering. Experiments and demonstrations are conducted in procedures for measuring such physical quantities as stress, strain, pressure, velocity, temperature, voltage, current, power and energy, making use of both electrical and mechanical devices.

This laboratory is also equipped for the study of the physical behavior of vacuum and gas-filled electron tubes and their associated circuits. Applications of electron tubes in power supplies, vacuum-tube voltmeters, oscillators, amplifiers and cathode-ray oscillographs are among the experimental studies conducted in this laboratory.

THE ADVANCED ELECTRONICS LABORATORY

Equipment is provided in this laboratory for making measurements and performing experiments on electronic components and circuits over a wide range of frequencies. Typical of the experiments performed by students in this laboratory are: analysis of complex waves, testing of feedback amplifiers, study of transistors and associated circuits, square-wave testing of linear systems, investigation of transmission characteristics of an artificial transmission line, study of modulation and detection systems, generation and amplification of audio- and radio-frequency signals and nonsinusoidal wave form generating circuits.

THE RADIO-FREQUENCY LABORATORY

In this laboratory are located the major facilities for making measurements and studies of radio-frequency systems and their component parts in the frequency range from 50 kilocycles to 5000 megacycles. Instruments in the laboratory include signal generators, wave-meters, radio receivers, power meters, a radio-frequency bridge, and a field intensity meter. Circuit elements, coaxial and open-wire transmission lines, antennas, waveguides, resonant cavities, klystrons, magnetrons, horn radiators and parabolic reflectors are typical of the devices studied.

THE ANECHOIC LABORATORY

As the name implies, this laboratory is housed in a non-echoing soundproof room in which experiments and measurements can be performed on microphones, loudspeakers, and associated electro-acous-

tical devices. Sound level meters are used for the measurement of the reverberation characteristics of rooms and of the sound-absorbing qualities of various materials. A broadcast-type tape recorder is used for recording and playing special testing signals as well as for more common uses.

THE ELECTRIC MACHINERY LABORATORY

The electric machinery laboratory contains a wide variety of electric power equipment especially selected and arranged for effective instruction and for carrying out special student projects. The work in this laboratory includes standard tests of conventional machine characteristics as well as advanced studies of technical principles. Chief among the rotating machines especially developed for use in educational laboratories are both direct-current and alternating-current motor-generator sets with associated dynamometer equipment. A wide variety of transformers is employed in studying not only the characteristics of transformers but also their use in both single-phase and poly-phase systems. All types of loads are applied in studying the characteristics of these machines and these systems.

THE AUTOMATIC CONTROL LABORATORY

A variety of typical servomechanisms, regulators, and electromagnetic and electronic industrial control apparatus and associated test equipment permits instruction and experimentation in this field.

THE HIGH VOLTAGE LABORATORY

This laboratory is used for instruction and research with 60-cycle voltages ranging up to 100,000 volts and impulse voltages up to 500,000 volts. A high speed cathode-ray oscillograph permits the study of phenomena occurring within a tenth of a microsecond.

THE ILLUMINATION LABORATORY

The facilities of this laboratory are used for conducting development tests on all types of light sources, for the examination of certain phases of current lighting practice, and for research in illumination.

PHOTOGRAPHIC FACILITIES

A department photographic dark room is maintained for use in processing photographic records obtained in the various laboratories. A variety of cameras, including a high-speed 16-mm motion picture camera, is available for research use.

AMATEUR RADIO STATION W4AHY

The facilities of this station, under the supervision of the Engineers' Radio Association, are used by interested students who hold licenses to gain practical experience in short wave radio and to communicate

with other amateur radio operators the world over. The call letters W4AHY have been assigned to the station by the Federal Communications Commission, which has granted a license to operate on the popular amateur bands using both code and voice transmission.

Program of Studies for the Degree of Bachelor of Science in Electrical Engineering

Freshman Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
Engrg	1	Engineering Drawing.... 2	Engrg	2	Descriptive Geometry.... 2
Engl	1	English Composition.... 3	Engl	2	English Composition.... 3
Hist	E1	U. S. in World Today.... 3	Hist	E2	U. S. in World Today.... 3
Math	5	College Algebra..... 3	†Math	50	Analytic Geometry..... 3
Math	6	Trigonometry..... 3	†Math	51	Calculus I..... 3
Phys	41	General Physics..... 4	Phys	42	General Physics..... 4
PE		Physical Education..... 1	PE		Physical Education..... 1
		19			19

Sophomore Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
Chem	1	Gen. Inorg. Chemistry... 4	Chem	2	Gen. Inorg. Chemistry... 4
EE	51	E. E. Orientation..... 1	†EE	52	E. E. Principles I..... 4
EE	71	Instrumentation..... 1	Engl	151	Public Speaking..... 3
Engrg	57	Statics..... 3	Math	53	Calculus III..... 3
Engl	E93	Advanced Composition... 3	ME	52	Kinetics-Mechanism.... 4
Math	52	Calculus II..... 3	PE		Physical Education..... 1
Phys	75	Modern Physics..... 3			—
PE		Physical Education..... 1			19
		19			19

Junior Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
Econ	51	Prin. of Economics..... 3	Econ	52	Prin. of Economics..... 3
EE	101	E. E. Principles II..... 3	†EE	102	E. E. Principles III..... 3
EE	107	E. E. Prin. Laboratory... 1	EE	108	E. E. Prin. Laboratory... 1
Engrg	107	Strength of Materials.... 3	EE	106	Intro. to Electronics.... 3
Engrg	109	Materials Laboratory... 1	EE	114	Electronics Laboratory... 1
Math	111	Math. Analysis for Engrs. 3	ME	104	Applied Thermodynamics 3
ME	103	Applied Thermodynamics 3	ME	105	Fluid Mechanics..... 3
ME	115	M. E. Laboratory..... 1	ME	116	M. E. Laboratory..... 1
		18			18

*It is recommended that at least 6 semester hours of the approved electives of the senior year be taken in liberal arts. Each student must carry a carefully planned approved *program* of electives, designed to meet a particular objective.

†Courses which must be passed before engineering academic standing can be advanced. (See page 27).

Senior Year

FIRST SEMESTER

S.H.

EE	163	Elec. Mach. Laboratory..	1
EE	165	E. E. Seminar.....	1
EE	167	Adv. Electron. Lab.....	1
EE	257	Electric Machinery I.....	3
EE	261	Adv. Electron. Networks I.....	3
EE		Approved EE Elective...	3
		*Approved Elective.....	6

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SECOND SEMESTER

S.H.

EE	164	Elec. Mach. Laboratory..	1
EE	166	E. E. Seminar.....	1
EE	168	Adv. Electron. Lab.....	1
EE	258	Electric Machinery II....	3
EE	262	Adv. Electron. Networks II.....	3
EE		Approved EE Elective...	3
		*Approved Elective.....	6

18

COURSE SUBSTITUTIONS FOR MILITARY SCIENCE STUDENTS

Air Force and Naval ROTC students (including candidates for Marine Corps commissions) who are majoring in electrical engineering substitute military science courses for certain of the courses outlined in the basic electrical engineering curriculum. These substitutions are indicated by the following table.

Year	Semester	Course Replaced		ROTC SUBSTITUTE					
				Air Force		Navy		Marine	
1	1	Hist	E1 (3 s.h.)	AS	1 (2 s.h.)	NS	101 (3 s.h.)	NS	101 (3 s.h.)
	2	Hist	E2 (3 s.h.)	AS	2 (2 s.h.)	NS	102 (3 sh..)	NS	102 (3 s.h.)
2	1	Engl	E93 (3 s.h.)	AS	51 (2 s.h.)	NS	201 (3 s.h.)	NS	201 (3 s.h.)
	2	Engl	151 (3 s.h.)	AS	52 (2 s.h.)	NS	202 (3 s.h.)	NS	202 (3 s.a.)
3	1	Econ	51 (3 s.h.)	AS	101 (4 s.h.)	Econ	51 (3 s.h.)	NS	301M (3 s.h.)
	2	Econ	52 (3 s.h.)	AS	102 (4 s.h.)	NS	302 (3 s.h.)	NS	302M (3 s.h.)
4	1	Approved Electives (6 s.h.)		{AS 201 (4 s.h.) Engl E93 (3 s.h.)		{NS 401 (3 s.h.) Engl E93 (3 s.h.)		{NS 401M (3 s.h.) Engl E93 (3 s.h.)	
	2	Approved Electives (6 s.h.)		{AS 202 (4 s.h.) Econ 51 (3 s.h.)		{NS 402 (3 s.h.) Approved Elective (3 s.h.)		{NS 402M (3 s.h.) Econ 51 (3 s.h.)	

Courses of Instruction

EE 51. ELECTRICAL ENGINEERING ORIENTATION.—A course designed to present the basic philosophy of engineering education; to provide an introduction to the staff, the curriculum, and the facilities of the Department of Electrical Engineering; to introduce techniques for use of the library; to provide instruction in use of the slide-rule and in methods of study; to provide information concerning the role of engineering and of the professional engineering societies in our national, life, and to introduce the principles of engineering economy. One two-hour session. 1 s.h.

ASSOCIATE PROFESSOR KRAYBILL AND ASSISTANT PROFESSOR ARTLEY

EE 52. ELECTRICAL ENGINEERING PRINCIPLES I: ELECTROMAGNETICS.—The first of a three-course sequence that develops the fundamental principles common to all electrical engineering. This first course considers the mathematical and physical analysis of energy relations in electric and magnetic fields. The interrelationships between field and circuit concepts provide the transition to an introductory study of electric and magnetic circuits. Representative topics

are: vector notation; potential; gradient; Faraday's and Coulomb's laws; Ampere's law; dielectric and magnetic materials; resistance, capacitance and inductance of systems of conductors; systems of electric and magnetic units; simple circuits. Four recitations. Prerequisite: Mathematics 52; Physics 42. 4 s.h.

ASSISTANT PROFESSOR ARTLEY

EE 71. INSTRUMENTATION.—Basic principles of instrumentation systems; characteristics and construction of devices for measuring physical quantities encountered in all branches of engineering. One three-hour session. Prerequisite: Mathematics 51; Physics 42. 1 s.h.

ASSISTANT PROFESSOR ARTLEY

EE 101. ELECTRICAL ENGINEERING PRINCIPLES II: CIRCUITS.—A detailed study of the principles of alternating- and direct-current electric circuits; instantaneous and effective values; the algebra of phasors and complex quantities; impedances in combination; Kirchhoff's laws; coupling; nonsinusoidal waves; Laplace transform; transients. Prerequisite: EE 52. Concurrent: Mathematics 111. 3 s.h.

ASSOCIATE PROFESSOR VAIL, ASSISTANT PROFESSOR ARTLEY AND MR. THURSTONE

EE 102. ELECTRICAL ENGINEERING PRINCIPLES III: NETWORKS.—An introductory study of the principles of electric network analysis employing more sophisticated techniques than were encountered in the preceding course. Matrix notation is employed in introducing a generalized concept of impedance. Demonstration is made of the use of electric network analogue techniques in solving non-electrical problems. Specific topics include: mesh and nodal analysis; wye-delta transformations; reciprocity theorem; Thevenin's and Norton's theorems; polyphase circuits. Prerequisite: EE 101; Mathematics 111. 3 s.h.

ASSOCIATE PROFESSOR VAIL AND ASSISTANT PROFESSOR ARTLEY

EE 106. INTRODUCTORY ELECTRONICS.—A presentation of topics that are basic to engineering application of electronics: particle ballistics; emission; conduction of vacuums, gases, liquids and solids; static and dynamic characteristics of vacuum and solid state devices; basic amplifier circuits. Three recitations. Prerequisite: EE 101. Concurrent: EE 114. 3 s.h.

ASSISTANT PROFESSORS KOENIG AND ARTLEY

EE 107-108. ELECTRICAL ENGINEERING PRINCIPLES LABORATORY.—A two-semester course designed to provide instruction in electrical laboratory techniques and in the preparation of engineering reports, and to provide experimental verification and amplification of the theory in the sequence of courses EE 52, EE 101 and EE 102. One three-hour laboratory. 2 s.h.

STAFF

EE 114. INTRODUCTORY ELECTRONICS LABORATORY.—A course designed to acquaint the student with electronic equipment and laboratory techniques, as well as to complement and supplement the principles of the classroom course, with which it should be taken concurrently. 1 s.h.

STAFF

EE 123. PRINCIPLES OF ELECTRIC CIRCUITS.—A course designed especially for students in other branches of engineering, covering the fundamental electrical units and both alternating- and direct-current circuits. Three class sessions and one three-hour laboratory. Prerequisite: Mathematics 52 and Physics 42. 4 s.h.

ASSOCIATE PROFESSORS KRAYBILL AND EGERTON;

ASSISTANT PROFESSOR KOENIG; MR. W. L. WILLIAMS

EE 124. PRINCIPLES OF ELECTRIC MACHINERY.—A course designed especially for students in other branches of engineering, covering the application of the principles of course EE 123 to alternating- and direct-current machinery and associated apparatus. Three class sessions and one three-hour laboratory. Prerequisite: EE 123. 4 s.h.

ASSOCIATE PROFESSORS KRAYBILL AND EGERTON;

ASSISTANT PROFESSOR KOENIG; MR. THURSTONE

EE 159. *TRANSMISSION.—A development of the theory underlying the transmission of electric energy over conductors at both power and communication frequencies. Two class sessions and one two-hour computation. Prerequisite: EE 102, EE 106, Mathematics 111. Elective for electrical majors. 3 s.h.

PROFESSOR SEELEY

EE 161. *HIGH-VOLTAGE PHENOMENA.—An introductory study of high-voltage phenomena and their engineering application; behavior of gaps and insulators upon application of power-frequency and impulse voltages; corona; properties of insulating materials; high-voltage measurements; elements of high-voltage design. Two class sessions and one three-hour laboratory. Prerequisite: EE 101-102, EE 105, EE 106, and permission of instructor. Elective for electrical majors. 3 s.h.

ASSOCIATE PROFESSOR VAIL

EE 163-164. ELECTRIC MACHINERY LABORATORY.—A two-semester course paralleling and integrated with the classroom course EE 257-258, with which it should be taken concurrently. 2 s.h.

ASSOCIATE PROFESSOR MEIER

EE 165-166. ELECTRICAL ENGINEERING SEMINAR.—A course in which seniors are required to present oral reports and dissertations on material appearing in current engineering literature. Juniors may participate, but without credit. 2 s.h.

STAFF

EE 167-168. ADVANCED ELECTRONICS LABORATORY.—A two-semester laboratory course paralleling and integrated with the classroom course in Advanced Electronic Networks, with which this course should be taken concurrently. 2 s.h.

ASSISTANT PROFESSOR OWEN

EE 171. *FUNDAMENTALS OF ILLUMINATION.—A course designed to familiarize the student with some of the factors that influence seeing; to provide a working knowledge of lighting language, sources, and measuring techniques; and to acquaint the student with the basic factors involved in recommended lighting practice. Two class sessions and one two-hour computation. Prerequisite: EE 101-102 or EE 123, and permission of instructor. Elective. 3 s.h.

ASSOCIATE PROFESSOR KRAYBILL

EE 173-174. *PROJECTS IN ELECTRICAL ENGINEERING.—A course which may be undertaken only by seniors who show special aptitude, or who may have had previous experience directly related to the proposed project. The consent of the Chairman of the Department must be obtained before registering. Elective for electrical majors. 3-6 s.h.

STAFF

EE 175. *NETWORK ANALYSIS.—An advanced study of electric network theory and its application to certain problems in engineering practice: complex frequency; pole and zero network analysis; analogue solutions; filters and transmission lines. Prerequisite: EE 102; permission of instructor. 3 s.h.

ASSISTANT PROFESSOR OWEN

EE 177. *ELECTROMAGNETIC THEORY.—Vector analysis; Maxwell's equations; radiation; propagation; antennas. Prerequisite: EE 102; permission of instructor. 3 s.h.

ASSISTANT PROFESSOR OWEN

EE 179. *ADVANCED ELECTRICAL MEASUREMENTS.—A study of the theory and practice of measurements of electrical quantities at extremes of voltage, current, power, and frequency. Two class sessions and one three-hour laboratory. Prerequisite: EE 71; EE 102; EE 106; and permission of instructor. 3 s.h.

ASSISTANT PROFESSOR ARTLEY

EE 185. *SOLID STATE ENGINEERING.—A course to introduce students of electrical engineering to useful concepts and engineering applications arising from the field of solid state physics. A study of crystalline structure and the thermal properties of solids is followed by a treatment of insulators, semi-conductors, and conductors. Attention is given also to the magnetic properties of engineering materials. Prerequisite: Physics 75; permission of instructor. 3 s.h.

ASSOCIATE PROFESSOR VAIL

EE 187. *NUCLEAR ENGINEERING.—An introductory course for engineering students interested in preparing for active participation in the fields of nuclear science and engineering. Review of nuclear physics; fission and the chain reaction; nuclear reactor principles; materials, instrumentation, and control of nuclear reactors; selected application and techniques of nuclear engineering. Prerequisite: Physics 75; permission of instructor. 3 s.h.

ASSOCIATE PROFESSOR MEIER

* Offered only upon sufficient demand; enrollment limited.

EE 189. *ELECTROMAGNETIC DEVICES.—A development of the general concepts and techniques useful in solving problems arising in the design of electromagnetic devices. Particular attention is given to devices employing ferro-magnetic materials. The general principle is introduced and then is applied to such devices as relays, saturable reactors, rotating amplifiers, motors and generators. Prerequisite: permission of instructor. 3 s.h.

ASSISTANT PROFESSOR ARTLEY

EE 197. *INDUSTRIAL APPLICATION OF ELECTRICAL EQUIPMENT.—A course of lectures, demonstrations, and recitations designed especially for students in other branches of engineering, dealing with the basic principles of utilization of a wide variety of electrical equipment in industrial practice. Emphasis is on industrial control, motor and generator application, and electronic devices and applications. Prerequisite: EE 124 and permission of instructor. Elective for nonelectricals. 3 s.h.

ASSOCIATE PROFESSOR MEIER

EE 199. *FEEDBACK CONTROL SYSTEMS.—An introductory study of the theory, analysis, design and operation of servomechanisms, regulators, program controllers, and other feedback controls. Included are electrical, mechanical, hydraulic, aerodynamic, pneumatic, and thermal systems. Steady-state and transient solutions, stability criteria and diagrams, and linear and nonlinear systems are considered. Two class sessions and one three-hour laboratory. Prerequisite: EE 102, EE 106, and permission of instructor. Concurrent: EE 163 and EE 257. Elective for electrical majors. 3 s.h.

ASSISTANT PROFESSOR KOENIG

EE 257-258. ELECTRIC MACHINERY I-II.—A two-semester course that applies the principles of the first three years to a study of the underlying theory of design and operation of both static and rotating electric machinery. Specifically treated are: transformers; rotating machine components; energy flow in generators and motors; induction and synchronous generators and motors; commutation; d-c generators and motors; series and parallel operation of electric machines. Prerequisite: EE 102. Concurrent: EE 163-164. 6 s.h.

ASSOCIATE PROFESSOR MEIER

EE 261-262. ADVANCED ELECTRONIC NETWORKS I-II.—A two-semester course dealing with advanced topics in engineering electronics: electronic circuit analysis; narrow- and wide-band amplifiers; feedback amplifiers; oscillators; modulation and demodulation; nonsinusoidal waves in linear and non-linear circuits; microwave devices; communication systems. Prerequisite: EE 102; EE 106. Concurrent: EE 167-168. 6 s.h.

ASSISTANT PROFESSOR OWEN

EE 263-264. *OPERATIONAL CIRCUIT ANALYSIS.—An advanced course covering the mathematical analysis of certain circuits used in electrical engineering, with an introduction to the application of operational calculus to circuit analysis. Prerequisite: EE 101-102, Mathematics 111, and permission of instructor. Elective for electrical majors. 6 s.h.

PROFESSOR SEELEY

* Offered only upon sufficient demand; enrollment limited.

Department of Mechanical Engineering



VAN LESLIE KENYON, JR., Acting Chairman
Associate Professor

FREDERICK JEROME REED
Associate Professor

DONALD AMOS CALLESON
Instructor

ERNEST ELSEVIER
Assistant Professor

CHESTER FAY HWANG
Instructor

CHARLES DARBY FULTON, JR.
Assistant Professor

DAVID RABIN
Instructor

LESLIE CLIFFORD WILBUR
Assistant Professor

WALTER GOLD SMITH
Instructor, Part Time

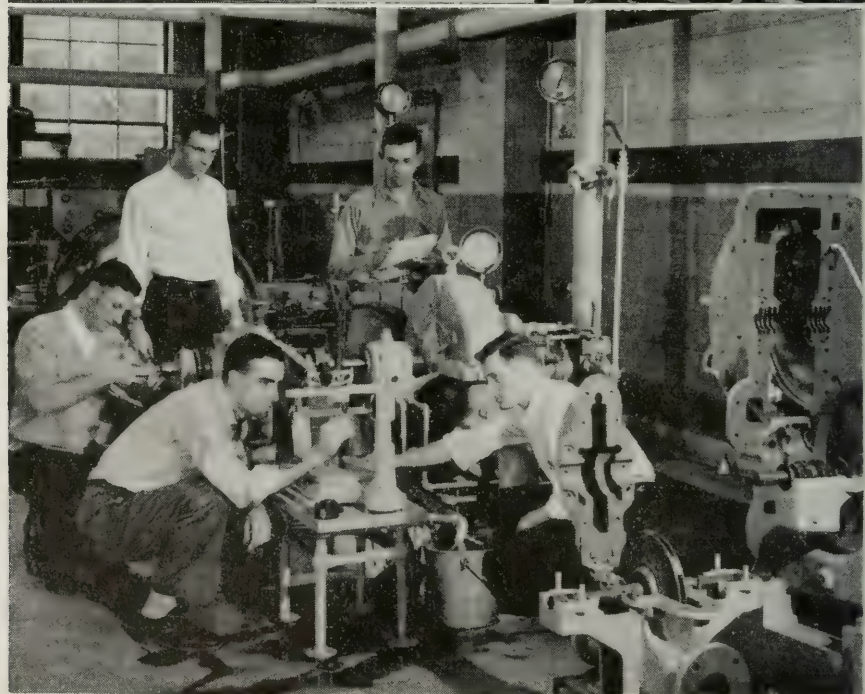
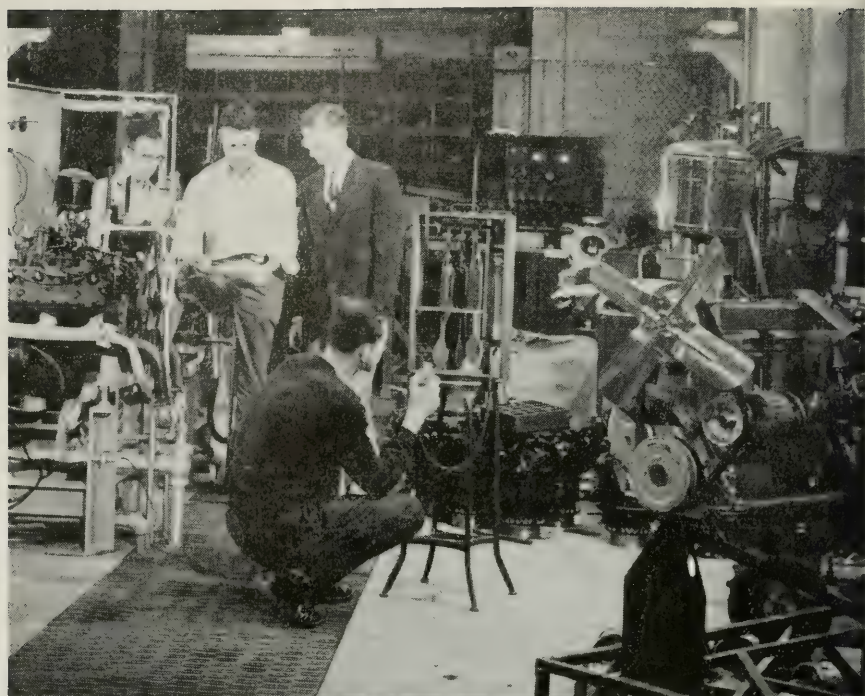
ROBERT WORTH TAYLOR
Instructor, Part Time

THE MECHANICAL ENGINEERING profession has the satisfying function of translating the ever-growing fund of scientific knowledge into power, machines and countless devices for the benefit and comfort of mankind. To do this, it utilizes the available resources of fuels, nuclear energy and raw materials. Its members pursue careers in three general categories: (1) research, development and design; (2) production, testing, application, maintenance and operation; and (3) management.

The mechanical engineering curriculum at Duke University has been carefully designed to provide the optimum balance between basic sciences, mathematics, engineering sciences, social sciences, humanities and professional engineering courses. Flexibility is provided in the form of electives by which the student may emphasize particular goals of his own choosing. The curricular and extra-curricular activities provide a maximum opportunity to develop scientific knowledge, mental discipline, judgment and ingenuity, social balance and leadership, and ethical responsibility.

POWER PLANT LABORATORY

This laboratory occupies a two-story wing off the main mechanical engineering laboratory. An automatic oil-fired boiler, designed specifically for the needs of this laboratory, produces 3200 pounds of steam per hour at a pressure of 250 pounds and a temperature of 556°F. This steam is utilized to operate a complete experimental power plant consisting of two 25-kw turbogenerator units, a condenser with air



ejector and after-condenser, a feedwater heater, pumps and accessories, and a control and instrument panel. The electric energy is absorbed by resistors or by a synchronous motor coupled to a water brake. Interconnection of piping and controls, together with complete instrumentation, enable the simulation and study of many types of power plants.

MECHANICAL LABORATORY

STEAM EQUIPMENT: Adjacent to the boiler room are a horizontal 25-hp steam engine with shaft cut-off governor, a vertical 10-hp steam engine with throttle governor, a 25-hp steam turbine, and a condenser with air ejector, aftercondenser, and accessories. Additional steam equipment includes calorimeters, an orifice apparatus, and an injector.

INTERNAL COMBUSTION ENGINES: A section of the west side of the laboratory contains two automobile engines and a 10-hp Diesel engine with generator, all instrumented for determination of their characteristics and performance. Indicator diagrams are obtained with a mechanical indicator or with a strain-gauge pickup, amplifier, volume signal generator, and oscilloscope. The laboratory also contains 7.5-hp Diesel and gasoline engines with a cradle dynamometer, a 6-cylinder Diesel engine-generator unit, a 4-cylinder gasoline engine-generator unit, and cutaway automobile and aircraft engines.

AIR COMPRESSORS: A thorough study of air compression is afforded by the use of an 8 by 9-inch water-cooled single-stage compressor driven by a 25-hp a.c. motor and a 2-stage V-type air-cooled compressor driven by a 25-hp d.c. motor.

FLUID APPARATUS: A section of the east side of the laboratory contains a centrifugal pump driven by a variable-speed motor, together with a series of weirs and orifices. Another centrifugal pump delivers water to a turbine having a transparent casing, while nearby is an apparatus for the measurement of water friction in pipes and fittings. On the upper level are a centrifugal fan fitted with orifices and a pitot-static tube, and a second fan discharging through pipes and fittings for the measurement of duct friction. A small 45-mph wind tunnel is used for the measurement of lift, drag, and pressure distribution on models.

LUBRICANT, FUEL, AND FEEDWATER TESTING: In the south end of the main laboratory are two rooms completely equipped for measurement of the properties of solid, liquid, and gaseous fuels and of lubricating oils.

HEATING, AIR CONDITIONING, AND REFRIGERATION: Two domestic heating boilers are fitted with heat exchangers, circulating pumps, controls and other accessories for testing and perform-

ance analysis. One is a steam boiler arranged for hand firing with coal while the other is a hot-water boiler arranged with both oil and gas burners. Another section of the laboratory contains a calorimeter room, a low temperature room, a panel mounted refrigeration system with transparent piping, and a complete 5-hp compression refrigeration system. These provide complete facilities for testing air conditioning units, radiators, convectors and cold storage units; for detailed study of a refrigeration system; for measurement of heat transfer through walls and glass and in various types of heat exchangers; and for carrying out special projects in this field. Three recently acquired air conditioning units will increase the scope of work that can be carried on in this section.

INSTRUMENT ROOM: This room provides a full supply of instruments including indicators, tachometers, planimeters, stop-watches, velometers, thermometers, thermocouples, potentiometers, pressure gages, deadweight testers, scales, Orsat gas analyzers, and other devices.

METALLOGRAPHY AND STRESS ANALYSIS LABORATORY

This laboratory contains a 1000-diameter metallurgical microscope with photographic equipment, a darkroom, polishing equipment, a specimen mounting press, and a small automatically controlled furnace permitting a study of the grain and crystal structure of metals and of the effects of heat treatments.

A large polariscope affords measurement and visual observation of stresses in plastic models. Electronic equipment comprising wire strain gages, an amplifier, and an oscilloscope permit the direct measurement of strains as small as one microinch.

SHOPS

While the Department does not provide shop instruction as a part of the regular curriculum, adequate facilities are provided for the maintenance of the laboratories, for student and faculty projects, and for special instruction.

METAL SHOP: This shop, located on the upper level of the main laboratory, contains three lathes with accessories, a drill press, an arbor press, a precision grinder, a tool grinder, a milling machine, a shaper, a variety of small tools and accessories, and adequate stocks of materials.

WOOD SHOP: This shop, located on the top floor of the building, contains a lathe, a drill press, a planer, a band saw, a jig saw, two circular saws, a shaper, and a variety of accessories and small tools.

WELDING AND BRAZING EQUIPMENT: A 200-ampere arc welding machine and complete oxy-acetylene welding and cutting equipment are provided, together with materials and accessories.

Program of Studies for the Degree of Bachelor of Science in Mechanical Engineering

Freshman Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
Engrg 1	Engineering Drawing....	2	Engrg 2	Descriptive Geometry....	2
Engl 1	English Composition....	3	Engl 2	English Composition....	3
Hist E1	U. S. in World Today....	3	Hist E2	U. S. in World Today....	3
Math 5	College Algebra.....	3	†Math 50	Analytic Geometry.....	3
Math 6	Trigonometry.....	3	†Math 51	Calculus I.....	3
Phys 41	General Physics.....	4	Phys 42	General Physics.....	4
PE	Physical Education.....	1	PE	Physical Education.....	1
		19			19

Sophomore Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
Chem 1	Gen. Inorg. Chemistry...	4	Chem 2	Gen. Inorg. Chemistry...	4
Econ 51	Prin. of Economics.....	3	Econ 52	Prin. of Economics.....	3
Engrg 57	Statics.....	3	Engrg 107	Strength of Materials....	3
Math 52	Calculus II.....	3	Engrg 109	Materials Laboratory....	1
†ME 52	Kinematics, Kinetics....	4	Engl E93	Advanced Composition....	3
PE	Physical Education.....	1	Math 53	Calculus III.....	3
		18	PE	Physical Education.....	1
					18

Junior Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
EE 123	Electric Circuits.....	4	EE 124	Electric Machinery.....	4
ME 101	Thermodynamics.....	3	†ME 102	Thermodynamics.....	3
ME 105	Fluid Mechanics.....	3	†ME 106	Heat Transfer.....	3
ME 107	Materials and Processes..	3	ME 114	Mech. Eng. Laboratory..	1
ME 113	Mech. Eng. Laboratory..	1	†ME 151	Machine Design.....	5
ME 150	Machine Design.....	2		Elective.....	3
	Elective.....	3			19
		19			

Senior Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S.H.
Math 111	Math Analysis for Engrs..	3	ME 154	Refrigeration.....	3½
ME 153	Heating, Air Conditioning	3½	ME 158	Industrial Engineering..	3
ME 155	Int. Combustion Engines..	3	ME 160	Mech. Eng. Laboratory..	2
ME 159	Mech. Eng. Laboratory..	1	ME 162	Power Plants.....	3
ME 171	Instrumentation.....	2	ME 163	Advanced Mechanics....	3
ME 173	Seminar.....	2	ME 174	Seminar.....	1
	Elective.....	3		Elective.....	3
		17½			18½

†Courses which must be passed before engineering academic standing can be advanced. (See page 27).

COURSE SUBSTITUTIONS FOR MILITARY SCIENCE STUDENTS

Air Force and Naval ROTC students (including candidates for Marine Corps commissions) who are majoring in mechanical engineering substitute military science courses for certain of the courses outlined in the basic mechanical engineering curriculum. These substitutions are indicated by the following table.

Year	Semester	Course Replaced	ROTC SUBSTITUTE					
			Air Force		Navy		Marine	
1	1	Hist. E1 (3 s.h.)	AS	1 (2 s.h.)	NS	101 (3 s.h.)	NS	101 (3 s.h.)
	2	Hist. E2 (3 s.h.)	AS	2 (2 s.h.)	NS	102 (3 s.h.)	NS	102 (3 s.h.)
2	1	Econ. 51 (3 s.h.)	AS	51 (2 s.h.)	NS	201 (3 s.h.)	NS	201 (3 s.h.)
	2	Econ. 52 (3 s.h.)	AS	52 (2 s.h.)	NS	202 (3 s.h.)	NS	202 (3 s.h.)
3	1	Elective (3 s.h.)	AS	101 (4 s.h.)	Elective (3 s.h.)		NS	301M (3 s.h.)
	2	Elective (3 s.h.)	AS	102 (4 s.h.)	NS	302 (3 s.h.)	NS	302M (3 s.h.)
4	1	Elective (3 s.h.)	AS	201 (4 s.h.)	NS	401 (3 s.h.)	NS	401M (3 s.h.)
	2	Elective (3 s.h.)	AS	202 (4 s.h.)	NS	402 (3 s.h.)	NS	402M (3 s.h.)

Courses of Instruction

ME 52. KINEMATICS, MECHANISM AND KINETICS.—Motion of particles. Mathematical and graphical studies of displacement, velocity and acceleration in linkages, cams, gears and trains of mechanism. Synthesis of mechanisms. Moment of inertia. Translation, rotation and general plane motion of rigid bodies. Work, energy, impulse and momentum. Three recitations and three laboratory hours. Prerequisite: Physics 51, Engineering 2. Concurrent: Mathematics 52, Engineering 57. 4 s.h.

ASSISTANT PROFESSOR FULTON, MESSRS. HWANG AND RABIN

ME 101-102. ENGINEERING THERMODYNAMICS.—A basic study of the laws of thermodynamics, their corollaries, and their use in engineering analysis and design. Properties and processes of gases, vapors, vapor-liquid systems, and mixtures. Cycles. Combustion. Prerequisite: Chemistry 2, Physics 42, Mathematics 52. 6 s.h.

ASSISTANT PROFESSOR WILBUR

ME 103-104. APPLIED THERMODYNAMICS.—A terminal course in thermodynamics and its engineering applications, for civil and electrical engineering students. First semester: first and second laws, gases, vapors, processes, cycles. Second semester: combustion, heat transfer, engines, compressors, boilers, turbines, refrigeration. Prerequisite: Chemistry 2, Physics 42, Mathematics 52. 6 s.h.

ASSISTANT PROFESSORS FULTON AND WILBUR, MR. HWANG

ME 105. FLUID MECHANICS.—An introduction to fluid statics and dynamics. Basic laws, internal and external flow phenomena, dimensional analysis, dynamic similarity, viscosity, compressibility, propulsion and fluid power. Prerequisite: Physics 42, Mathematics 52. 3 s.h.

ASSOCIATE PROFESSOR KENYON

ME 106. HEAT TRANSFER.—A basic course covering conduction, radiation and convection; heat transfer to boiling liquids and condensing vapors; overall transfer of heat; steady state and variable flow; graphical and analytical solutions. Prerequisite: Mathematics 52, Physics 42. Concurrent: ME 102 or ME 103, ME 105 or Engineering 128. May be elected by a limited number of CE and EE students. 3 s.h.

ASSOCIATE PROFESSOR REED

ME 107. MATERIALS AND PROCESSES.—Lectures and recitations covering elementary metallurgy, selection and mechanical properties of engineering materials, and effect of fabrication methods upon properties; casting, forging, welding, rolling, machining, grinding, other common processes and interchangeable manufacture as applied to present-day industry. Supplemented with films and demonstrations. Prerequisite: Chemistry 2, Engineering 107, Engineering 109. 3 s.h.

ASSISTANT PROFESSOR WILBUR, MESSRS. CALLESON AND SMITH

ME 108. *AERONAUTICS.—A general course applying the principles of fluid mechanics to airfoils, propellers and the complete airplane. Prerequisite: ME 105. 3 s.h.

ASSISTANT PROFESSOR ELSEVIER

ME 113-114. JUNIOR MECHANICAL ENGINEERING LABORATORY.—Open only to mechanical engineering students. First semester: experiments and reports on instruments, dynamometers, hydraulics, analysis of exhaust gas, and properties of fuels and oils. Second semester: experiments and reports on analysis of coal, heating value of fuels, steam calorimetry and flow, injectors and ejectors. Concurrent: ME 101-102. 2 s.h.

STAFF

ME 115-116. MECHANICAL ENGINEERING LABORATORY.—Open only to electrical and civil engineering students. Experiments and reports on instruments, hydraulics, brakes and dynamometers, analysis of exhaust gas, heating value of fuels, internal combustion engines, oil- and gas-fired boiler, air compressor, steam engine, steam turbine, centrifugal fan and centrifugal pump. Concurrent: ME 103-104. 2 s.h.

STAFF

ME 150-151. MACHINE DESIGN.—Application of the principles of mechanics, strength of materials, constructive processes and engineering drawing to the design of bolted, riveted and welded connections, pressure vessels and machine elements, followed by the design of at least one complete machine. ME 150 has one recitation and three laboratory hours; ME 151 has three recitations and six laboratory hours. Prerequisite: Engineering 107, Engineering 109, ME 52. Concurrent with ME 150: ME 107. 7 s.h.

ASSISTANT PROFESSOR LEWIS AND MR. CALLESON

ME 153-154. HEATING, AIR CONDITIONING AND REFRIGERATION.—A fundamental course with emphasis on the theoretical basis of the subject. Determination of heat losses and gains; design of steam and hot water heating systems; panel heating. Fundamentals of refrigeration theory and design. Laboratory experiments combining rating and testing with demonstrations of principles. Prerequisite: ME 102 or ME 104, ME 106. Concurrent: ME 159-160. Three recitations, three laboratory hours in alternate weeks. 7 s.h.

ASSOCIATE PROFESSOR REED

ME 155. INTERNAL COMBUSTION ENGINES.—Principal cycles; fuels and fuel mixtures; effect of real mixtures on theoretical cycles; combustion, carburetion and fuel injection. Thermodynamic analysis of engine performance. Modern development in the internal combustion engine. Prerequisite: ME 101-102. 3 s.h.

ASSISTANT PROFESSOR ELSEVIER

ME 157. *PUMPS, COMPRESSORS AND TURBINES.—An introduction to the theory and design of centrifugal pumps and compressors, axial-flow compressors, impulse and reaction turbines, and gas turbine plants. Includes combustion systems and regenerators. Prerequisite: ME 102, ME 105, ME 106. 3 s.h.

ASSISTANT PROFESSOR FULTON

ME 158. INDUSTRIAL ENGINEERING.—A study of the growth and present tendencies of productive industries as concerns the engineer. Specific topics treated are: plant location, organization, production and cost controls, wage payment, etc. Seniors only. 3 s.h.

ASSISTANT PROFESSOR LEWIS AND MR. SMITH

ME 159-160. SENIOR MECHANICAL ENGINEERING LABORATORY.—Open only to mechanical engineering students. First semester. 1 s.h.: experiments and reports on performance and economy of internal combustion engines, oil- and gas-fired-boiler, centrifugal pump and fan, steam engine and turbine, flow in ducts,

* Offered only upon sufficient demand; enrollment limited.

heat exchanger. Second semester, 2 s.h.: experiments and reports on air compressor and on steam power plant components and unit; plan, execution and report of a self-designed experiment. Prerequisite: ME 105, ME 106, ME 114. STAFF

ME 162. POWER PLANTS.—A study of the economic and engineering factors affecting the location and selection of power plants and related equipment. Includes discussion of fuels and methods of power production including nuclear power. Prerequisite: ME 102 or ME 104. 3 s.h. ASSOCIATE PROFESSOR KENYON

ME 163. ADVANCED MECHANICS.—An introduction to the theory of elasticity and the theory of plasticity; theories of metal failure; equilibrium, stability and governing of systems; acceleration of Coriolis; kinetics of mechanisms; mechanical vibrations and balancing of rotating machinery. Prerequisite: Mathematics 53, ME 151. 3 s.h. ASSOCIATE PROFESSOR REED AND ASSISTANT PROFESSOR FULTON

ME 164. *ENGINEERING ANALYSIS.—A study of a series of engineering problems with particular reference to mathematical and graphical methods of solution and engineering interpretation of results. 3 s.h. ASSISTANT PROFESSOR WILBUR

ME 166. *AIR CONDITIONING DESIGN.—Analysis of air-conditioning requirements, summer and winter, commercial and industrial. Design of systems and units; selection of equipment. Prerequisite: ME 153. 3 s.h. MR. SMITH

ME 171. INSTRUMENTATION.—An introduction to the basic fundamentals of instrumentation and of the control of processes and systems, with emphasis on the principles of measurements. Open to seniors only. One recitation, three laboratory hours. 2 s.h. MR. HWANG

ME 173-174. MECHANICAL ENGINEERING SEMINAR.—A course designed to keep the students abreast of progress in the engineering field and to develop their ability to express ideas effectively in speech and writing. Each student gives at least one major presentation. Open to seniors only. First semester, 2 s.h.; second semester, 1 s.h. STAFF

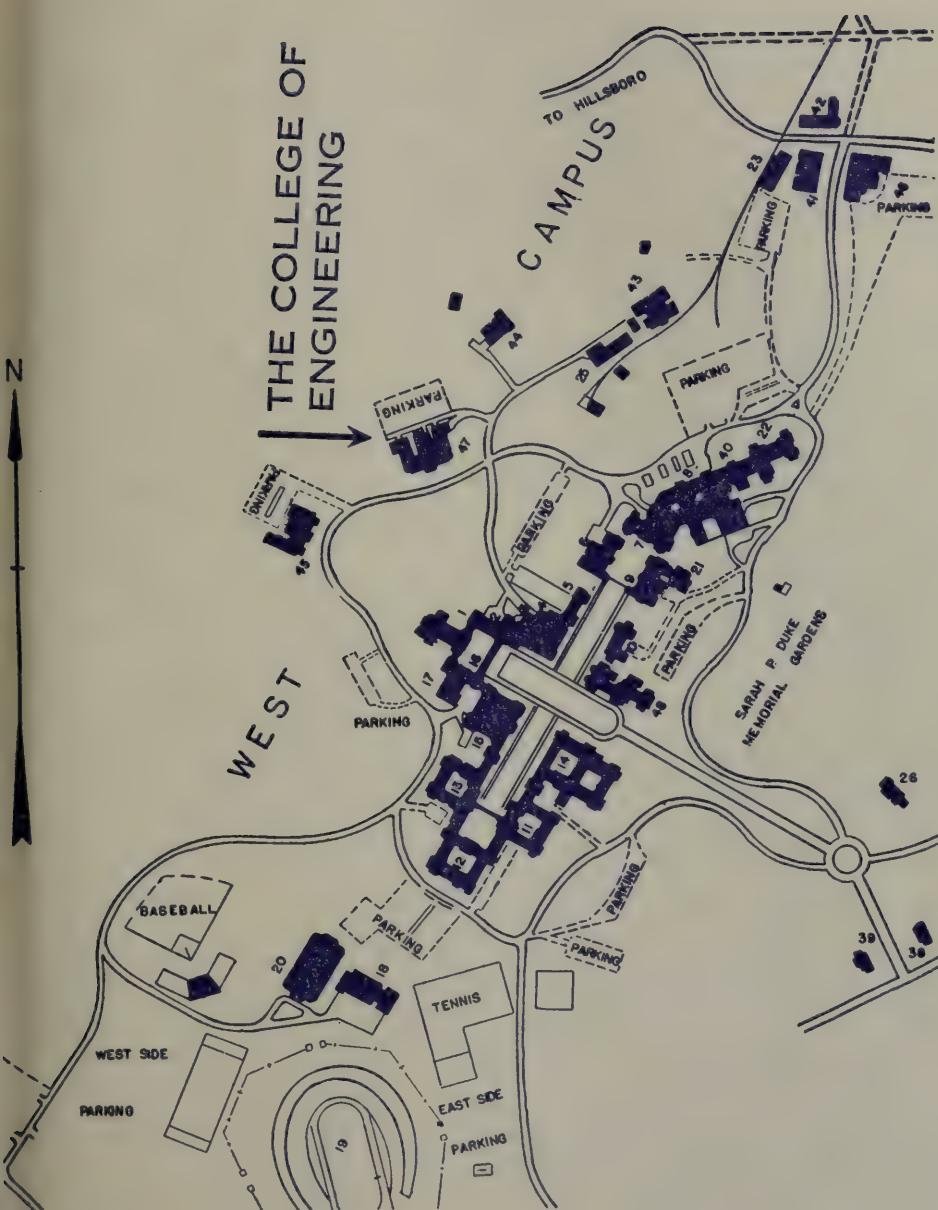
ME 197-198. PROJECTS IN MECHANICAL ENGINEERING.—This course may be assigned by the Chairman of the Department to certain seniors who express a desire for such work and who have shown aptitude for research in one distinct field of mechanical engineering. Either semester or both semesters. 1-6 s.h. STAFF

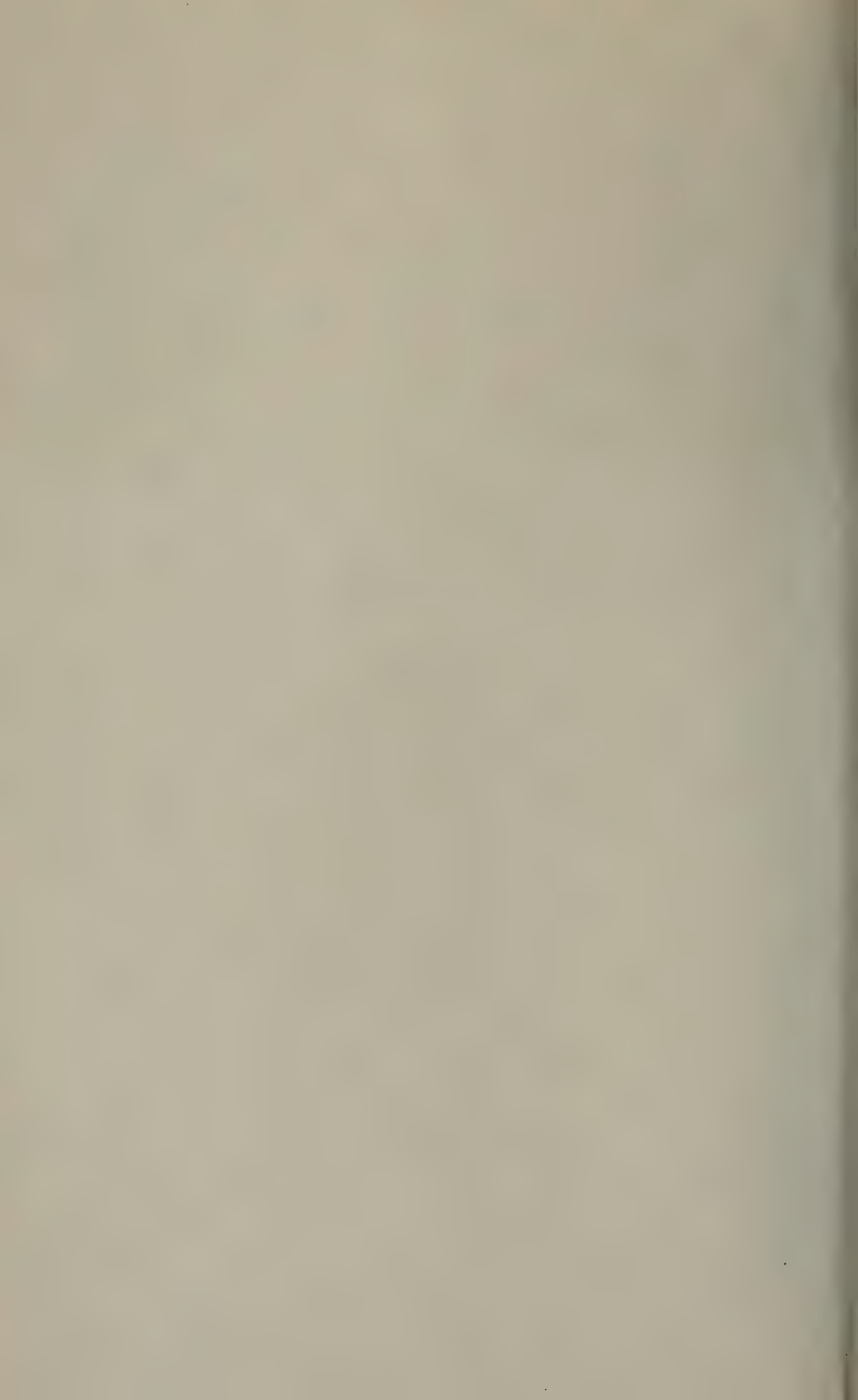
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BULLETIN
OF
DUKE UNIVERSITY



The School of Forestry

ANNOUNCEMENTS FOR 1956-57

VOLUME 28

January, 1956

NUMBER 3-A

Annual Bulletins

FOR GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

FOR BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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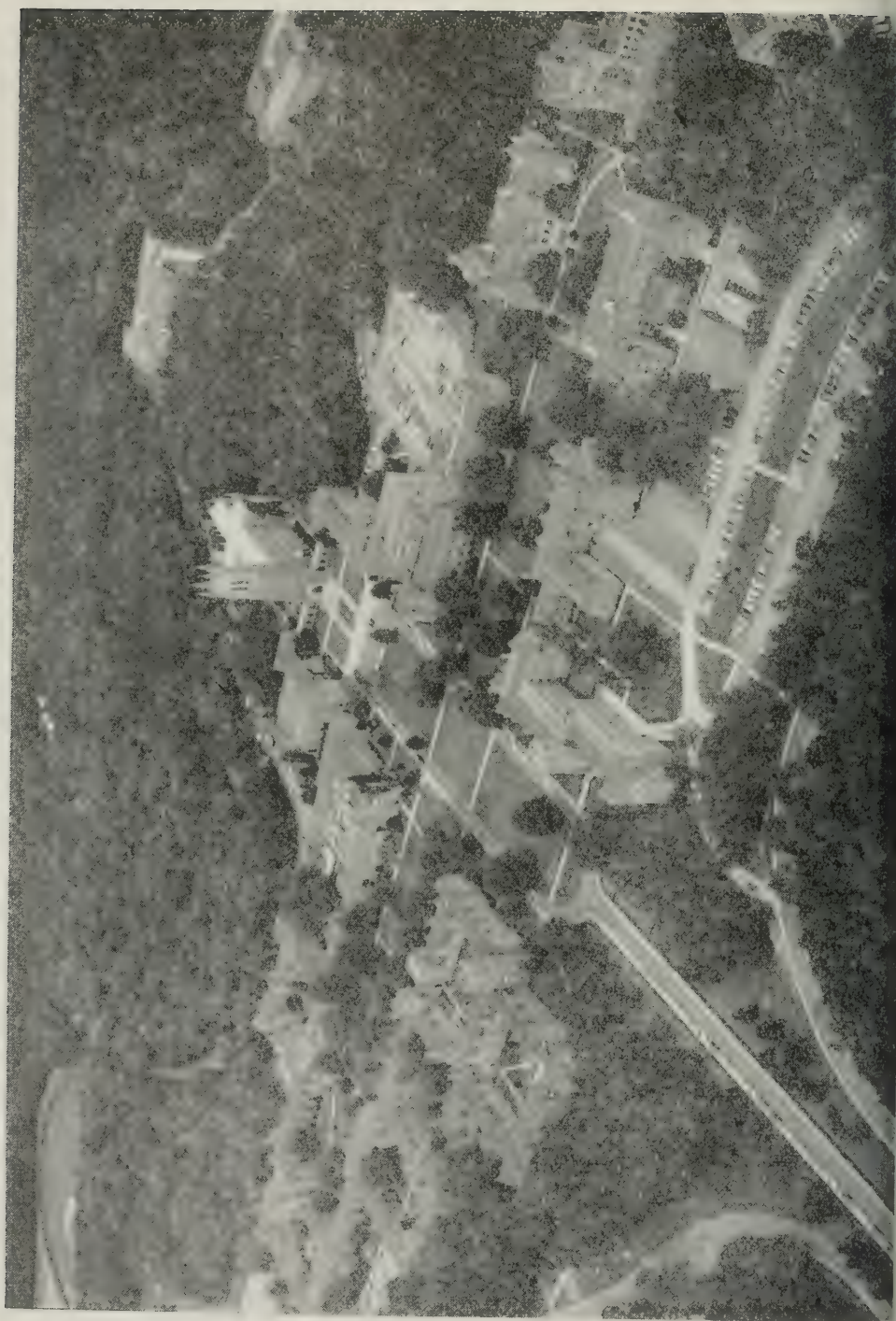
BULLETIN
OF
DUKE UNIVERSITY

THE SCHOOL OF FORESTRY



ANNOUNCEMENTS FOR 1956-57

DURHAM, NORTH CAROLINA
1956



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School of Forestry Calendar



1956

June	11	Monday—Registration of students for summer work in forestry.
June	12	Tuesday—Field work in Plane Surveying (C.E. S110) begins.
July	10	Tuesday—Field work in Forest-Tree Identification (For. S149) begins.
July	17	Tuesday—Field work in Forest Surveying and Aerial Photo Interpretation (For. S150) begins.
August	14	Tuesday—Field work in Forest Mensuration (For. S151) begins.
September	18	Tuesday—Registration of students in the School of Forestry.
September	20	Thursday—Instruction begins in the School of Forestry.
October	22	week of, German examinations for candidates for doctorate degrees. Candidates register in the Graduate School Office for these examinations not later than October 15.
November	21	Wednesday, 5:00 P.M.—Thanksgiving recess begins.
November	26	Monday, 8:00 A.M.—Instruction is resumed.
December	11	Tuesday—Founders' Day.
December	20	Thursday, 12:30 P.M.—Christmas recess begins.

1957

January	3	Thursday, 8:00 A.M.—Instruction is resumed.
January	11	French examinations for candidates for doctorate degrees. (Place to be announced.) Candidates register in the Graduate School Office for these examinations not later than January 4.
January	15	Tuesday—School of Forestry mid-year examinations begin.
January	25	Friday—School of Forestry mid-year examinations end.
January	28	Monday—Registration of students in the School of Forestry.
January	30	Wednesday—Second semester begins.
March	23	Saturday, 12:30 P.M.—Spring recess begins. School of Forestry Coastal Plain field work begins.
April	1	Monday, 8:00 A.M.—Instruction is resumed.
April	8	Monday, 8:00 A.M.—Coastal Plain field work ends.
April	12	French examinations for candidates for doctorate degrees. (Place to be announced.) Candidates register in the Graduate School Office for these examinations not later than April 5.
April	15	Monday—Last day for submitting Doctor of Forestry theses.
May	6	week of, German examinations for candidates for doctorate degrees. Candidates register in the Graduate School Office for these examinations not later than April 29.
May	15	Wednesday—Last day for submitting Master of Forestry theses.
May	20	Monday—School of Forestry final examinations begin.
May	30	Thursday—School of Forestry final examinations end.
June	1	Saturday—Commencement begins.
June	2	Sunday—Commencement Sermon.
June	3	Monday—Commencement address and graduating exercises.

Officers of Administration



ARTHUR HOLLIS EDENS, Ph.D., LL.D. <i>President of the University</i>	West Campus
WILLIAM HANE WANNAMAKER, A.M., Litt.D. <i>Vice-Chancellor of the University</i>	West Campus
PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education</i>	Hope Valley
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations</i>	813 Vickers Avenue
HERBERT JAMES HERRING, M.A., LL.D. <i>Vice-President in the Division of Student Life</i>	2010 Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Comptroller</i>	West Campus
CHARLES BLACKWELL MARKHAM, A.M. <i>Treasurer</i>	204 Dillard Street
CLARENCE FERDINAND KORSTIAN, M.F., M.A., Ph.D. <i>Dean of the School of Forestry</i>	4 Sylvan Road

COMMITTEE OF THE BOARD OF TRUSTEES ON THE SCHOOL OF FORESTRY

R. G. CHERRY, N. E. EDGERTON, B. F. FEW, J. R. SMITH

Faculty of the School of Forestry



ROGER FABIAN ANDERSON, M.S., Ph.D. <i>Associate Professor of Forest Entomology</i>	2528 Perkins Road
LEON EDWARD CHAIKEN, M.F. <i>Associate Professor of Forest Management</i>	2737 Dogwood Road
ELLWOOD SCOTT HARRAR, M.S., Ph.D. <i>Professor of Wood Technology</i>	2228 Cranford Road
TERRY WALTER JOHNSON, JR., Ph.D. <i>Assistant Professor of Botany</i>	825 Louise Circle
CLARENCE FERDINAND KORSTIAN, M.F., M.A., Ph.D. <i>Professor of Silviculture</i>	4 Sylvan Road
PAUL JACKSON KRAMER, M.Sc., Ph.D. <i>James B. Duke Professor of Botany</i>	2251 Cranford Road
CHARLES WILLIAM RALSTON, M.F., Ph.D. <i>Assistant Professor of Forest Soils</i>	600 N. Gregson Street
FRANCIS XAVIER SCHUMACHER, B.S. <i>Professor of Forestry</i>	6 Sylvan Road
CARL HENRY STOLTENBERG, M.F., Ph.D. <i>Assistant Professor of Forest Economics</i>	2733 Dogwood Road
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Associate Faculty

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IRVING EMERY GRAY, Ph.D. <i>Professor of Zoology</i>	124 Pinecrest Road
CALVIN BRYCE HOOVER, Ph.D., Litt.D. <i>James B. Duke Professor of Economics</i>	1702 Duke University Road
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HENRY JOHN OOSTING, Ph.D. <i>Professor of Botany</i>	2642 University Drive
HAROLD SANFORD PERRY, Ph.D. <i>Associate Professor of Botany</i>	2302 Cranford Road
JOHN HENRY SAYLOR, Ph.D. <i>Professor of Chemistry</i>	2500 Perkins Road

ROBERT SIDNEY SMITH, Ph.D. <i>Professor of Economics</i>	2236 Cranford Road
JOSEPH JOHN SPENGLER, Ph.D. <i>James B. Duke Professor of Economics</i>	2240 Cranford Road
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WARREN CHASE VOSBURG, Ph.D. <i>Professor of Chemistry</i>	2319 Englewood Avenue
KARL MILTON WILBUR, Ph.D. <i>Professor of Zoology</i>	2415 Club Boulevard

Duke Forest Staff

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MRS. ELIZABETH KEITH <i>Bookkeeper</i>	1615 Angier Avenue

Duke Arboretum

ELLWOOD SCOTT HARRAR, M.S., Ph.D. <i>Director</i>	2228 Cranford Road
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Senior Research Associate

*WILLIAM GUSTAVUS WAHLENBERG, B. S. F. University of Maine; M. F. Yale University	22 Westover Drive, Asheville, N. C.
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Technical Assistants in Forestry

†MYKYTA VICTOR BILAN, M.F.	Men's Graduate Center
†CHARLES RAY DOUGLAS, B.F.	Men's Graduate Center

Assistants in School Administration

MRS. NANCY A. McMANNEN <i>Recorder and Secretary to the Dean</i>	311 N. Maple Street
MRS. MIA LANDGRAF <i>Secretary</i>	Rt. 1, Cornwallis Road
LOUISE H. TROY <i>Secretary</i>	1013 Demerius Street
MONA FAY CARPENTER <i>Statistical Clerk</i>	112 N. Driver Avenue

*Effective December 19, 1955.

†Employed part-time.

Forestry in Duke University



General Statement

DUKE UNIVERSITY, located at Durham, North Carolina, comprises Trinity College, the Woman's College, the College of Engineering, the Graduate School of Arts and Sciences, the Divinity School, and the professional schools of Forestry, Law, Medicine, and Nursing. Nearly every state of the Union and several nations are represented in the student body of more than five thousand, not including the enrollment in the Summer Session.

The University goes back in its origin to 1838, when Union Institute was founded in Randolph County by the Methodists and Friends. In 1851 the institution became Normal College, one of the first schools in America for the training of teachers. In 1859 the name was changed to Trinity College and so continued until 1924, when the College became a part of Duke University.

By virtue of an indenture of trust, executed December 11, 1924, by James Buchanan Duke, a great benefaction was placed at the disposal of humanity by providing for hospitalization, church work in rural communities, and education. The principal feature of the educational provision was the creation of Duke University.

The University occupies two campuses. The Woman's College campus, with its 108 acres, was formerly the campus of Trinity College. About a mile to the west are the new units of the University. The new campus, totaling 467 acres, also known as the West Campus, was first occupied in September, 1930.

Forestry in Duke University began early in 1931, when, through placing the Duke Forest under intensive management for forestry purposes, a substantial beginning was made in laying the foundation for educational work and research in forestry.

An academic-forestry curriculum, designed for students intent upon pursuing the study of forestry, particularly as a profession after graduation, was organized in Trinity College of Duke University in 1932 (see *Announcement on Undergraduate Instruction in Duke University*). This course of study provides only for instruction in fundamental and auxiliary subjects basic to a proper understanding of the highly specialized work in technical forestry. Duke University offers no professional degree in technical forestry available to undergraduates.

Training in technical forestry leading to the professional degrees, Master of Forestry and Doctor of Forestry, is offered in the School of Forestry, and is open to graduates of recognized scientific schools or colleges, universities, and professional schools of forestry and to other men who meet the entrance requirements of the school (see p. 20).

Duke University is also prepared to offer, through the Graduate School of Arts and Sciences, graduate work in the more scientific aspects of forestry leading to the Master of Arts and Doctor of Philosophy degrees. This work is available to graduates of schools of forestry of recognized standing, and to college or university graduates holding the Bachelor's degree with their major work in appropriate scientific subjects. Undergraduate subjects which the college student, who does not have forestry training but who is contemplating work toward either degree in forestry, should take in preparation for this work may be illustrated as follows: At least two full years in botany, including general morphology or anatomy, the taxonomy, physiology, and ecology of plants; at least one course in zoology or general biology; courses in chemistry, physics, geology, economics, mathematics; and at least two years of French or German.

Several staff members of the Southeastern Forest Experiment Station are engaged in cooperative research projects in the Duke Forest. Specialists from this station and other prominent members of the U. S. Forest Service and representatives of forest and wood-using industries give occasional scheduled lectures at the School.

Educational Facilities

The School of Forestry is located in the Social Science and Biology Buildings on the West Campus. The School is provided with instruments and tools for use in both field and laboratory work in silvics, silviculture, harvesting, and forest mensuration. Modern surveying instruments and accessory equipment are available for work in forest surveying.

Fully equipped laboratories are provided for work in forest entomology, wood anatomy and properties, timber mechanics, and bonding of wood. A modern forest soils laboratory equipped for physical and chemical studies is available. In the field of seasoning and preservation of wood, a laboratory fully equipped with an experimental dry kiln, pressure treating cylinder, and vapor drying cylinder is available for instruction and research.

Facilities are also available for advanced work in plant physiology, plant anatomy, plant taxonomy, genetics, plant ecology, plant pathology, and the several branches of zoology.

The School of Forestry Library contains a growing collection of material on forestry and related subjects. It includes important books and periodicals in English and in French, German, and other foreign languages. The Library is well provided with American material, including Federal and State documents and reports. Over 150 periodicals and serials of importance in forestry and related fields are received by subscription or exchange.

Greenhouses, connected to the Biology Building through a soil-storage and work room, provide adequate space for experimental work.

A nursery has been established by the University for joint use of the Sarah P. Duke Floral Garden, the Botany Department, and the School of Forestry. The forestry section of this nursery is used mainly for the growing of planting stock for the Arboretum and trees needed for research or other special purposes.

West Virginia Pulp and Paper Company has made available to Duke University a field headquarters for work in forests of the South Atlantic Coastal Plain located 18 miles northwest of Summerville, South Carolina. This company has extensive forest holdings under close supervision of a staff of technical foresters in South Carolina and permits access to its lands for instruction and research in forestry and allied fields. This headquarters camp with modern facilities for as many as 45 men is used as a base primarily for utilization work each spring and for special work in silviculture. The quarters may be available at other times for students and faculty members of the Duke School of Forestry working on special problems or doing advanced work in any of the fields of forestry concerned with coastal plain problems. The establishment of this headquarters camp in the coastal plain region makes it possible for the School of Forestry to provide instruction and conduct research in this important forest area in which many privately owned forests as well as public forests are intensively managed for the production and utilization of a wide range of forest products.

The School sponsors occasional lectures on forestry and conservation by speakers of national reputation.

An active Forestry Club is maintained as a student organization to bring the members of the School and students in the undergraduate academic-forestry curriculum into closer contact and to afford opportunities for extracurricular activities not otherwise available.

The Duke Forest

The Duke Forest, located in Durham and Orange counties, North Carolina, consists of five main units: namely, the Durham, New Hope Creek, Hillsboro, Eno, and Blackwood divisions. Early in the develop-

ment of Duke University it was recognized that the possession of such an area offered an unusual opportunity for the development of educational work in forestry.

Situated on the lower Piedmont plateau at elevations ranging from 280 to 760 feet, and composed of second-growth shortleaf, loblolly, and Virginia pines, oak, gum, hickory, maple, yellow poplar, ash, and other hardwoods, the Forest is representative of the various types of timber growth found throughout the region. Over a hundred different species of trees are found within or near the Forest. The land is rolling and there is relatively little rock outcrop, swamp, or other land of low productivity for timber growing. The total area of the Forest proper, exclusive of the University campus, is approximately 7,600 acres.

In developing the Duke Forest the following objectives are being emphasized:

1. Demonstration of various methods of timber growing, silvicultural treatment, and forest management applicable to the region.

2. Development as an experimental forest for research in the problems of timber growing and in the sciences basic thereto. In spite of the present timber situation and the accompanying economic ills, the technical and scientific knowledge required to handle forest crops efficiently on a permanent basis is still largely lacking. The Duke Forest affords a place where studies may be carried on to augment this knowledge for the large region of which the local forest and soil conditions are representative.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students under the guidance of the Forestry Faculty. One of the most difficult problems in forestry education is to bring the students into contact with the realities of professional activities. With all operations in the Forest, both routine and research, recorded annually, it is possible for a qualified man to get in a short time a degree of practical knowledge or technical expertness which only an organized forest can provide.

The Duke Forest is particularly well located to serve as a field laboratory, since most of it is adjacent and easily accessible to the University campus. In fact, the Durham division practically surrounds the West Campus, which was laid out in one corner of the Forest. A paved State highway runs lengthwise through the Durham division, and several good roads cross the Forest. About fifteen miles of improved woods roads make all parts of the Forest readily accessible. A five-minute walk will take one well into the Forest, and any part of the Durham or New Hope Creek divisions can be reached by automobile in from ten to twenty minutes. At few other places in America can be found provisions for forestry training and research which includes the necessary forest literally at the door of a large university with its instructional, laboratory, and library facilities.

Approximately 1,400 acres of the Forest was open land, which had been under cultivation prior to the establishment of the Forest. Such of the open land as was not restocking naturally to forest trees was planted. Arbitrarily by mixing species and varying the spacing between the trees in the plantations, the foundation was laid for future research into many perplexing problems, such as species relationships and requirements, the most desirable spacing and species to use in this region, and the survival and relative rates of growth of the different species of trees. To date approximately 1,400 acres of such plantations have been established. Pulp-wood thinnings on a commercial basis are now being made in a number of the older pine plantations.

A large number of permanent sample plots, ranging in size from one-tenth acre to over one acre, have been laid out in the Forest to study various problems. The plots are distributed through all the forest types, and range in purpose from studies of the effects of various silvicultural practices to studies of rates of growth and yields of the different timber types. Accurate records are kept on all this work, which will provide excellent material for student research. In the future many of these plots can also be used to demonstrate desirable forestry practices.

The development of the Forest as a demonstration of practical forest management is well advanced. Forest type and timber stand maps are available for each of four divisions except for recently acquired areas. A detailed soils map for the entire area is being prepared. Except for very recent acquisitions, each division has been subdivided into permanent compartments, and plans for the silvicultural treatment of each stand and working group have been formulated. The third ten-year inventory of the Forest resources has been completed and the results of management practices during the past twenty years are being assembled and will soon be available.

Cutting operations within the limits of annual growth are being carried on, and, as markets for definite products are developed or expanded, such operations will be increased. To date, approximately 1,300 acres in the pine types have been thinned. These thinnings serve the dual purpose of contributing to the operation of the Forest as a going business and of demonstrating sound forestry practices. An efficient fire protection organization has been developed in cooperation with the State and Federal governments, and forest fire losses are being held to a minimum. In managing the Forest, public recreation activities are recognized. Several recreation areas have been established, and over ten thousand picnickers, hikers, and horseback riders use the area annually. The Durham and New Hope Creek divisions of the Forest, together with several hundred acres of neighboring privately owned land, are incorporated in an Auxiliary State Game Refuge, and a number of wildlife management practices are being

applied to designated areas in the Forest to provide the necessary food and protection which will ultimately result in an increased amount of game in the surrounding territory. Records are being maintained of all activities in the Forest, and these records will become increasingly useful as they are improved as a result of further experience and research. With the diversification and expansion of activities now going on, students have an opportunity to study an operating forest in all its phases and to obtain a grasp of the proper balance between theory and practice.

The Forest is admirably located for research in forest soils. An unusually large number of different soil conditions occur in the Forest because of the diversity of parent rock, topography, and past land culture. Major soil differences are due to the nature of the parent material which includes the basic rock of the Carolina Slate formation, granites, Triassic sedimentary rock, and many types of basic intrusives.

An exceptionally good opportunity exists for the conduct of forest research by graduate students due to the wide range in forest types, ages, and soil conditions within the Forest and its proximity to the laboratories, greenhouses, and other scientific equipment and library facilities of the University. Research is being conducted on special problems, particularly in the fields of silvics, forest soils, forest-tree physiology, forest entomology, forest pathology, silviculture, forest management, and wood technology. The Forest is used not only for research in forestry but also for research in forest biology by members of allied departments.

The Arboretum

Of outstanding value in the teaching of both forestry and botany in the future is the provision for the development of an arboretum. Recently the Board of Trustees of Duke University voted to set aside permanently an area of over 90 acres to be used for arboretum purposes. The area lies between the East and West campuses along either side of Myrtle Drive. This is naturally a long-time project, and many years will elapse before the Arboretum will be most useful and most attractive. The University Trustees' Committee on Forestry in its report to the Board refers to the Arboretum as follows:

"The Arboretum should serve as a station for the study of trees and woody plants as individuals and in small groups in their scientific relations, economic properties, and cultural characteristics, requirements, and possibilities. It should render an economic service by acting as a research laboratory where trees and shrubs can be studied from the viewpoint of a fuller utilization of their commercial possibilities. It should render a cultural service by serving as a center

where foresters, landscape architects, nurserymen, gardeners, and the general public may increase their knowledge of indigenous trees and shrubs and where they may become acquainted with the foreign species than can be grown here. Within the University the Arboretum will supply living specimens and materials for several branches of botany and forestry."

The development of the Arboretum will proceed along these lines as rapidly as available funds and planting stock will permit.

Fellowships, Scholarships, and Graduate Assistantships in Forestry



A NUMBER of fellowships, scholarships, and research assistantships are available to men who offer promise of becoming leaders in the forestry profession. These will be awarded for high character and marked scholastic ability as judged by education, experience, and personal references.

Holders of the awards will pay tuition and such additional fees as are regularly required.

The awards are of three classes:

(1) *Fellowships*. Each recipient must have previously completed work equivalent to that required at Duke University for a Master's degree with major in forestry or in a discipline basic to forestry. He will devote his time to an approved program of study and research in any of the branches of forestry. He is expected to become a candidate for the degree of Doctor of Forestry or Doctor of Philosophy.

(2) *Scholarships*. Each recipient will normally devote his time to an approved program of study leading to the degree of Master of Forestry or Master of Arts with a major in forestry.

(3) *Graduate assistantships*. Each recipient will devote half-time to research or other work of the School of Forestry. He will be permitted to enroll for not more than 20 semester hours in a school year on a program of study, or study and research, leading to the degree of Master of Forestry, Master of Arts, Doctor of Forestry, or Doctor of Philosophy.

The following arrangements are common to the above fellowships, scholarships and research assistantships in forestry:

(1) Each applicant must have met the entrance requirements of the School of Forestry and must show high scholarship.

(2) It is highly desirable that each applicant state as specifically as possible the field in which he wishes to study. The definite selection of a major field of work—one that is specific in purpose and involves training both in fundamentals and in technique—is very helpful to the Committee on Awards.

(3) Application blanks for fellowships, scholarships, and research assistantships may be obtained by writing to the Dean of the School of Forestry, Duke University, Durham, North Carolina. When the blank has been filled out by the applicant, it should be returned to the above address, and an *official transcript of record* showing college

or university credits must accompany it or be forwarded promptly. The application and transcript must be filed not later than March 1 for consideration for the following academic year. In case vacancies occur, applications submitted on a later date may be considered.

Each year, upon the recommendation of a special awards committee, one fellowship in the amount of \$1,200 is awarded by the Union Bag and Paper Corporation, of Savannah, Georgia, to a graduate forester, selected on the basis of merit, ability and interest in the field of industrial forestry, for graduate study at the School of Forestry of Duke University. A fund of \$400.00 in addition to the fellowship stipend is available for payment of actual expenses incurred in the conduct of the recipient's research.

To be eligible for the fellowship an applicant must meet the following qualifications:

a. He must be a graduate of the School of Forestry, Alabama Polytechnic Institute; or School of Forestry, University of Florida; or George Foster Peabody School of Forestry of the University of Georgia; or School of Forestry, N. C. State College; or a resident of the State of Georgia and have earned at least a Bachelor's degree in forestry at another institution of higher learning.

b. He must have the quality-point grade average required for admission to the School of Forestry.

c. He must be of good character and show promise of ability to do creditable graduate work in forestry. This is evaluated by the awards committee on the basis of letters of recommendation, scholastic standing, a personal interview, and in such other ways as the committee may specify.

d. He must be interested in a career in a field of forestry that is concerned with the management, harvesting, or utilization of industrial forest properties, particularly in the South.

Those interested in applying for the Union Bag and Paper Corporation Forestry Fellowship should write to the Dean of the School of Forestry for application forms or for further information. Applications, with supporting papers, must be in the hands of the Committee not later than March 1 preceding the academic year for which the Fellowship will be granted. Announcement of the award will be made not later than April 1 of the same year.

In 1953 the Brunswick Pulp and Paper Company, of Brunswick, Georgia, established a five-year research project at the School for the purpose of developing information on the silviculture, management, and utilization of southeastern hardwood forests which are becoming increasingly important to forest industry. Active work on the project is conducted by a research fellow supported by the grant. Those interested in applying for the Brunswick Pulp and Paper Company Fellowship should correspond with the Dean of the School.

Tuition, Fees and Expenses



THE following table shows the general fees and charges collected from all students. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

General Fees

Tuition, per semester.....	\$225.00
General Fee, per semester.....	60.00

Forestry students may obtain admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$10.00 per year plus any Federal taxes that may be imposed. This fee is payable in the fall semester.

TRANSCRIPTS: A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

PAYMENTS TO FELLOWS AND SCHOLARS: Payments by the University of stipends to fellows, research assistants, and scholars are made in eight monthly installments, beginning October 20. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

Living Accommodations

The Men's Graduate Center is available to men of the graduate and professional schools. It contains bedroom facilities for four hundred men, complete with lounges, study rooms, recreational rooms, post office and dining hall. The rooms are equipped for two persons and the rental charge for a double room is \$350.00 for the academic year, or \$175.00 for each occupant, or \$87.50 for each occupant each semester.

Rooms are rented for a period of not less than one semester, and without special arrangements, the rate is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made through the Housing Bureau only

after official acceptance for admission to the University. A \$25.00 room deposit is required of each applicant before a room reservation is made. The initial room deposit is effective during the student's residence in the University if attendance is continuous in regular academic years. This deposit will be refunded under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of his room through the Housing Bureau and has settled all of his account with the Treasurer.

A resident student, in order to retain his room for the succeeding academic year, must make application at the office of the Housing Bureau for confirmation of the reservation in accordance with the plan that is published during the school year.

Any exchange of rooms must be arranged at the Housing Bureau. Persons exchanging rooms without the approval of the Housing Bureau will be subject to charges for both rooms.

The authorities of the University do not assume responsibility for the persons selected as roommates. Each student is urged to select his roommate when the room is reserved.

Beds and mattresses (39"x74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets and pillows. Rugs, totaling not more than 54-square-feet, study lamps and curtains are permissible, and if desired, are furnished by the students.

Duke University desires to provide for its students a residential environment conducive to academic achievement, the development of high ideals, and sound character. The institution asks and believes that each student will cooperate in achieving these aims by arranging his personal belongings in an orderly manner, by caring for the buildings and furniture as he would do in his own home, and by observing a code based on gentlemanly behavior in an educational environment which demands respect for all residents. Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when room reservations are made. Occupants are expected to abide by these regulations.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR: The necessary expenses of a graduate student are moderate: the University

dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year:

	<i>Low</i>	<i>Moderate</i>	<i>Liberal</i>
Tuition	\$ 450.00	\$ 450.00	\$ 450.00
General Fee	120.00	120.00	120.00
Room-rent	175.00	175.00	225.00
Board	400.00	450.00	500.00
Laundry	25.00	30.00	35.00
Books	30.00	40.00	50.00
Athletic Fee (optional)	10.00	10.00	10.00
<i>Total</i>	<u>\$1,210.00</u>	<u>\$1,275.00</u>	<u>\$1,390.00</u>

Requirements for Admission to the School of Forestry



THE admission requirements of the School of Forestry for work toward the Master of Forestry degree presuppose that an applicant is either:

1. A graduate of a scientific school, college, or university of high standing, but without professional training in forestry, or
2. A graduate of a professional school of forestry, or
3. A student who has successfully completed the pre-forestry curriculum of one of the institutions cooperating with the School of Forestry, as indicated on pages 22 and 23.

Each applicant must present a certified transcript of his academic record showing the courses he has taken, the number of credit hours he has earned and the grades received. The total number of quality points* must be at least two and one half times the total credit hours to meet the minimum scholastic standards required for admission to the School. An applicant also must have satisfactorily completed undergraduate work in minimum amount, as follows:

One year of biology, including at least one semester of botany, or one year of botany.

One year each of English composition and of chemistry.

One course each in physics and in the principles of economics.

Mathematics, through college algebra and trigonometry.

It is urged that an applicant without professional training in forestry present additional credits in the above subjects and in one or more of the following subjects: soils, geology, mineralogy, petrology, climatology, surveying, languages (particularly German and French), sociology, political science, philosophy, psychology, and zoology.

An applicant who is a graduate of a professional school of forestry will present a certified transcript of scholastic record showing the award of a degree. Before registering for the first semester of residence, such applicants will be required to select the branch or branches of forestry in which they wish to concentrate the major part of their work and to prepare their proposed programs in conference with the appropriate faculty adviser. Ordinarily graduates of a fully accredited

* Grades for each hour of college credit and also for credit earned in the School of Forestry are valued in quality points as follows: "A," 4 points; "B," 3 points; "C," 2 points; "D," 1 point; and "F," no points.

school of forestry should be able to meet all requirements for the Master of Forestry degree in one full school year of resident study; others will require a longer period of residence.

Students must make application for admission in advance of the opening of the school year. Those students entering without acceptable courses in plane surveying, forest-tree identification, forest surveying, and forest mensuration must take the work in these subjects in the Summer Session, and are required to submit their applications prior to May 1. Students entering with advanced standing in all four courses should make application before September 1. Application blanks will be sent upon request made to the Dean of the School of Forestry.

Cooperative Plan of Study with Selected Colleges and Universities



AWARE of the far reaching values to be derived from training in the liberal arts and sciences, the Duke School of Forestry, since its inception, has had the cooperation of Trinity College, the men's undergraduate college of arts and sciences of Duke University, in preparing students for professional careers in forestry. Under the plan a student devotes his first three years to a coordinated and carefully integrated program of study in the basic arts and sciences in Trinity College. The summer between his junior and senior year and the two following school years are spent in the School of Forestry. Upon the successful completion of this five-year course of study, a student has earned the Bachelor of Science degree from Trinity College and the professional Master of Forestry degree from the Duke School of Forestry.

Based upon the experience and success of this cooperative program with Trinity College, the School of Forestry in 1952 initiated similar programs of collaboration with a selected group of colleges and universities located throughout the United States. These programs offer students the numerous advantages of a broad background in liberal arts and sciences as preparation for later professional training. A student intent upon following such a course of study should make application to one of the colleges listed below. Admission requirements and other information pertinent to matriculation may be obtained from each of these institutions. Not later than the end of the first semester of the third year in the college or university of his choice, the student must make formal application for admission to the Duke School of Forestry. To qualify for admission under these programs, a student must have followed a planned course of study arranged in consultation with his advisor, must have the official recommendation of his college, and must meet the minimum requirements for admission to the Duke School of Forestry.

Cooperating Institutions

(as of the date of publication)

Albion College.....	Albion, Michigan
Albright College.....	Reading, Pennsylvania
Baldwin-Wallace College.....	Berea, Ohio

Baylor University, College of Arts and Sciences.....	Waco, Texas
Beloit College.....	Beloit, Wisconsin
Bridgewater College.....	Bridgewater, Virginia
Butler University, College of Liberal Arts and Sciences.....	Indianapolis 7, Indiana
Capital University, College of Arts and Sciences.....	Columbus 9, Ohio
Carson-Newman College.....	Jefferson City, Tennessee
Catawba College.....	Salisbury, North Carolina
Centenary College of Louisiana.....	Shreveport, Louisiana
Centre College of Kentucky.....	Danville, Kentucky
Colorado College.....	Colorado Springs, Colorado
Davis and Elkins College.....	Elkins, West Virginia
Denison University, A College of Liberal Arts and Sciences.....	Granville, Ohio
DePauw University, College of Liberal Arts.....	Greencastle, Indiana
Doane College.....	Crete, Nebraska
Drew University, College of Liberal Arts.....	Madison, New Jersey
Duke University, Trinity College.....	Durham, North Carolina
Elizabethtown College.....	Elizabethtown, Pennsylvania
Florida Southern College.....	Lakeland, Florida
Franklin and Marshall College.....	Lancaster, Pennsylvania
Furman University.....	Greenville, South Carolina
Gettysburg College.....	Gettysburg, Pennsylvania
Guilford College.....	Guilford College, North Carolina
Heidelberg College.....	Tiffin, Ohio
High Point College.....	High Point, North Carolina
Hofstra College.....	Hempstead, Long Island, New York
Howard College.....	Birmingham 6, Alabama
Illinois Wesleyan University, College of Liberal Arts.....	Bloomington, Illinois
Indiana Central College.....	Indianapolis 27, Indiana
Iowa Wesleyan College.....	Mount Pleasant, Iowa
Juniata College.....	Huntingdon, Pennsylvania
Kent State University, College of Liberal Arts.....	Kent, Ohio
Kentucky, University of, College of Arts and Sciences.....	Lexington, Kentucky
Lebanon Valley College.....	Annville, Pennsylvania
Lincoln Memorial University.....	Harrogate, Tennessee
Lycoming College.....	Williamsport, Pennsylvania
Marietta College.....	Marietta, Ohio
Miami University, College of Arts and Sciences.....	Oxford, Ohio
Middlebury College.....	Middlebury, Vermont
Millsaps College.....	Jackson, Mississippi
Moravian College.....	Bethlehem, Pennsylvania
Muhlenberg College.....	Allentown, Pennsylvania
Newberry College.....	Newberry, South Carolina
Otterbein College.....	Westerville, Ohio
Randolph-Macon College.....	Ashland, Virginia
Reed College.....	Portland 2, Oregon
Richmond, University of, Richmond College.....	Richmond, Virginia
Rollins College.....	Winter Park, Florida
Stetson University, College of Liberal Arts.....	DeLand, Florida
Thiel College.....	Greenville, Pennsylvania
Western Maryland College.....	Westminster, Maryland
West Virginia Wesleyan College.....	Buckhannon, West Virginia
Willamette University, College of Liberal Arts.....	Salem, Oregon
William Jewell College.....	Liberty, Missouri
William and Mary, College of.....	Williamsburg, Virginia
Wittenberg College.....	Springfield, Ohio
Wofford College.....	Spartanburg, South Carolina

Requirements for the Degree of Master of Forestry



THE degree of Master of Forestry (M.F.) is conferred upon students who have satisfactorily completed at least two years of study in technical forestry and one term of thirteen weeks' work in plane surveying, forest-tree identification, forest surveying, and forest mensuration in the Summer Session. In addition to the Summer Session work a total of not less than sixty semester hours' credit is required for the M.F. degree, of which at least fifty shall have been obtained in the School of Forestry. Each student, to qualify for the M.F. degree, must have obtained at least two and one half quality points per semester hour of credit under the quality-point system (see page 20).

Field studies of typical timber-harvesting, manufacturing, and other utilization operations in the South Atlantic Coastal Plain are conducted from the School's field headquarters during a two-week period in the spring semester as part of the work required of students registered in Harvesting and Processing Forest Products (Forestry 211-212). Other students may be permitted or advised to take the field trip for which one semester hour of credit may be earned by registering for Forestry 212. A similar period of field work in forest soils, silviculture, forest management, and other subjects in the coastal plain is available to students.

No student may take less than fourteen or more than eighteen hours in any one semester without special permission of the School of Forestry Faculty. The following work will be required of all candidates for the M.F. degree:

SUMMER SESSION

	S.H.
Plane Surveying (C.E. S110).....	4
Forest-Tree Identification (F. S149).....	1
Forest Surveying and Aerial Photo Interpretation (F. S150).....	4
Forest Mensuration (F. S151).....	4

FIRST YEAR

<i>First Semester</i>	S.H.	<i>Second Semester</i>	S.H.
Harvesting and Processing Forest Products (F. 211).....	3	Harvesting and Processing Forest Products Field Trip (F. 212).....	1
Properties of Wood (F. 259).....	3	Forest Pathology (F. 224).....	3
Forest Soils (F. 261).....	3	Sampling Methods (F. 251).....	3
Economics of Forestry (F. 277).....	3	Dendrology (F. 253).....	3
Electives	3	Silvics (F. 264).....	3
		Electives	2

SECOND YEAR

Two curricula in forestry are available after the common minimum requirements for both have been met. One is in general forestry; the other in forest products. The required work in each curriculum, in addition to that common to both, is:

GENERAL FORESTRY CURRICULUM

First Semester

	S.H.
Forest Entomology (F. 231).....	3
Silviculture (F. 265).....	3
Applied Silviculture (F. 267).....	1
Forest Valuation (F. 279).....	3
Forest Management (F. 281).....	3
Thesis research or electives.....	2

Second Semester

	S.H.
Soils and Silviculture Spring	
Trip (F. 266).....	1
Forest Protection (F. 274).....	2
Advanced Forest Management (F. 342)	2
Thesis research or electives.....	10

FOREST PRODUCTS CURRICULUM

First Semester

	S.H.
Seasoning and Preservation (F. 213).....	3
Silviculture (F. 265).....	3
Forest Management (F. 281).....	3
Advanced Forest Utilization (F. 311).....	3
Thesis research or electives.....	3

Second Semester

	S.H.
Forest Products Entomology (F. 232).....	3
Wood Anatomy (F. 260).....	3
Industrial Engineering (Eng. 158).....	3
Thesis research or electives.....	6

The submission of a thesis for the M.F. degree is optional. In lieu of a thesis, and with the approval of a student's faculty adviser, an acceptable report on a special study will be required, credit for which will not exceed three semester hours.

Each candidate who writes a thesis will be required to file in the office of the Dean of the School of Forestry on or before May 15 three copies of the thesis, typewritten and bound in accordance with regulations set forth by the Faculty. The thesis shall be based upon an original study made in the field, laboratory, or library.

Work of equivalent grade done in residence at other institutions may, with the approval of the Faculty, be accepted as credit toward the M.F. degree. A minimum of one year's residence is required at Duke University. Students who have had satisfactory undergraduate training in forestry may, with the approval of the Faculty, elect to devote the major portion of their time to research under the supervision of one or more members of the Faculty and prepare a more comprehensive thesis than is required of students entering the School without previous work in forestry. Students in the School of Forestry may take in allied departments of the University as electives certain courses approved by the Faculty.

Requirements for the Degree of Doctor of Forestry



THE degree Doctor of Forestry (D.F.) is a professional and research degree conferred on those students who have satisfactorily completed specified requirements of advanced study and research. Although course work is a necessary part of a student's program, the mere accumulation of course credits will not be sufficient for the attainment of this degree. The granting of the D.F. degree is based primarily upon the student's thorough knowledge of a specialized field of study and upon the production of an acceptable dissertation embodying the results of original research. The general requirements, which are presented in the following paragraphs, ordinarily will be rigidly adhered to, although deviations in exceptional cases may be made with the approval of the Faculty of the School of Forestry.

The D.F. degree is offered with majors (also minors) in the following branches of forestry: forest economics, forest entomology, forest management, forest mensuration, forest pathology, forest soils, forest-tree physiology, forest utilization, silvics, silviculture, and wood and forest products technology.

Prospective students should correspond with the Dean of the School of Forestry on all matters pertaining to admission to the School.

ENTRANCE REQUIREMENTS: A prospective student must have received the degree of Master of Forestry, or its equivalent, from a school of forestry of recognized standing. His scholastic average for his undergraduate work must be at least $2\frac{1}{2}$ quality points, and that of his graduate studies three quality points per hour of credit.

An applicant must file a formal application for admission together with transcripts of his undergraduate and graduate academic records. In his application he should clearly state the branch of forestry in which he desires to concentrate, and if possible, the specific research.

The Committee on Admissions of the School of Forestry, together with the prospective student's major adviser, will determine if the qualifications of the applicant meet entrance requirements.

RESIDENCE REQUIREMENTS: The period of resident study beyond the M.F. degree or its equivalent is two years. Course work of equal grade taken at another college or university may, with Faculty approval, be accepted in partial fulfillment of the residence re-

quirement, but the last year of residence must be at Duke University. With the approval of the Faculty, one year of resident credit may be granted for work taken in the regular terms of the Summer Session of Duke University. Graduate work of a fragmentary nature taken over a period of several years will not meet the residence requirement.

PROGRAM OF STUDY: A committee consisting of five members of the Faculty will be appointed by the Dean to supervise the work of each student. This committee shall consist of a major adviser, a minor adviser and three other Faculty members. The major adviser will serve as Committee Chairman.

If the student's previous training is inadequate, he will be required to remedy such deficiencies as may be directed by his committee. The student, in consultation with his advisers, will prepare a program of study and research. The proposed program will be presented to the committee for consideration and acceptance, and then submitted to the Faculty of the School of Forestry for final approval. The minor requirement may be fulfilled by advanced course work or course work and research. Requirements for the minor will be established by the Faculty member in charge of the field. The minor may be taken in the School of Forestry, or in a related department, school, or college in the University.

A grade point average of at least two quality points per credit hour is required of all work toward the doctorate.

FOREIGN LANGUAGES: A reading knowledge of two foreign languages is required. One of these shall be either French or German; the other will be selected by the committee with the view toward determining the student's needs. The foreign language examinations will be conducted by the appropriate language departments or, for certain languages, by a qualified member of the Faculty of Duke University.

COMPREHENSIVE EXAMINATION: At least six months before the student expects to receive the D.F. degree, and after he has completed the foreign language requirement and most of his formal course work, he will be required to take a comprehensive preliminary examination. The examination will be written in subjects specified, and may be followed by an oral examination given by the committee. The decision as to whether the examination has been passed or failed is the responsibility of the committee.

Should the student fail the comprehensive examination he may apply for a second examination to be taken not earlier than six months after the first. Failure in the second examination renders the student ineligible to continue work for the D.F. degree at Duke University.

Upon satisfactory completion of the preliminary examination the student shall be considered a candidate for the D.F. degree.

DISSERTATION: In addition to obtaining adequate training in the field of his specialty, the student must demonstrate his ability to plan and conduct sound, original research. Evidence of this accomplishment must be presented in the form of an acceptable dissertation embodying the results of original work, which is a definite contribution to knowledge.

The subject of the dissertation must receive the approval of the Faculty, and the title filed with the Dean of the School of Forestry on or before October 15 of the academic year in which the candidate desires to take his final examination.

Four typewritten copies of the dissertation in approved form, must be deposited with the Dean of the School of Forestry on or before April 15 of the academic year in which the student expects to obtain the D.F. degree. The original and first carbon copy will be deposited in the University Library, the major adviser will receive one copy, and the fourth copy will be returned to the student.

The dissertation must be published either in its original form or in a modified form approved by the major adviser. In its published form the title page should include this statement: "A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Forestry in the School of Forestry of Duke University." In some instances an abstract, published in a recognized journal, will be considered as meeting the publication requirement.

The candidate must deposit a fee of \$50.00 with the Treasurer of the University on or before May 1 of the year the degree is to be conferred. If the dissertation is published in acceptable form within three years from the time the degree is granted, the deposit will be returned to the student upon receipt of 10 reprinted copies of the publication.

FINAL EXAMINATION: The final examination will be in defense of the candidate's dissertation and on related subject matter. It will be oral and will be conducted by the supervisory committee. At least six months must elapse between the dates of the preliminary and the final examinations.

Forestry in the Graduate School



MAJOR and minor work is offered in the scientific aspects of forestry leading to the A.M. and Ph.D. degrees, which are administered by the Graduate School of Arts and Sciences. Work for these degrees may be pursued only in forest-tree physiology, wood anatomy and properties, forest pathology, silvics, forest soils, forest mensuration, forest entomology, and forest economics. Students who have had specialized training in botany or soil science and in allied basic subjects, such as physics, chemistry, geology, and zoology, may pursue graduate study and research only in the specialized fields for which their previous work has qualified them. Students who do not have previous training in forestry will be required to complete a minimum of thirty semester hours of approved work in forestry as a preliminary requirement to advanced study for the A.M. and Ph.D. degrees. Holders of these degrees will not be regarded as professionally trained foresters.

Applicants for admission to the Graduate School must ordinarily have made, in their undergraduate work, not less than a "B" average and must not have concentrated excessively in one field of study to the detriment of a rounded program. They should have met substantially the requirements for the A.B. or B.S. degree at Duke University.

In addition to fulfilling the usual requirements for admission, the applicant must satisfy the Director of Graduate Studies in Forestry as to his liberal arts training, as well as to his preliminary training in the field of forestry.

For detailed information concerning admission to the Graduate School, and for regulations governing candidacy for the A.M. and Ph.D. degrees, language requirements, residence requirements, and other regulations concerning these degrees, the student should consult the *Bulletin* of the Graduate School of Arts and Sciences.

Courses and Subjects of Instruction



With the exception of the Summer Session courses, odd-numbered courses are offered in the autumn semester, and even-numbered courses are offered in the spring semester.

SCHOOL OF FORESTRY COURSES

IN THE SUMMER SESSION

C.E. S110. PLANE SURVEYING.—A special section of C.E. 61 intended for students in forestry and others of advanced standing. *Four weeks, eight hours a day, beginning June 12, 1956. 4 s.h.* Mr. THARP

S149. FOREST-TREE IDENTIFICATION.—Field studies leading to the identification of trees and principal shrubs indigenous to the Piedmont and coastal plain forests of the Southeastern United States. *One week, eight hours a day, beginning July 10, 1956. 1 s.h. (w)* Mr. HARRAR

S150. FOREST SURVEYING AND AERIAL PHOTO INTERPRETATION.—Application of plane surveying to forest problems; practice in making boundary, topographic and cover type surveys; details of land ownership and transfer, title search, and deed descriptions. The last two weeks will be spent in the study of the principles of aerial photogrammetry and photo interpretation, and may be taken separately for 2 hours of credit. Prerequisites: Civil Engineering S110, Forestry S149, or equivalents. *Four weeks, eight hours a day, beginning July 17, 1956. 4 s.h. (w)* Mr. SCHUMACHER

S151. FOREST MENSURATION.—Field studies in methods of measuring content and growth of trees and forest stands; practice in timber estimating, log scaling, use of mensurational instruments, and collection of basic data. *Four weeks, eight hours a day, beginning August 14, 1956. 4 s.h. (w)* Mr. SCHUMACHER

S230. INSECT ENEMIES AND DISEASES OF SOUTHERN FORESTS.—Identification and control of injurious forest insects and diseases occurring in the South. Time to be arranged. Minimum enrollment 10. 1 s.h. or may be taken without credit MESSRS. ANDERSON AND JOHNSON

FOR SENIORS AND GRADUATES

211-212. HARVESTING AND PROCESSING FOREST PRODUCTS AND FIELD TRIP.—Methods of harvesting and processing forest products with emphasis on methods and costs in managed North American forests. A two-week field trip (F. 212), during which typical forest harvesting operations and processing plants are studied, is required of students taking Forestry 211. The field trip (F. 212) may be taken by other students having had work equivalent to Forestry 211. F. 211—3 s.h.; F. 212—1 s.h. (w) Mr. WACKERMAN

213. SEASONING AND PRESERVATION OF WOOD.—Principles of seasoning lumber and other forest products by air drying and kiln drying, types of kilns and their operation; principles, methods, and materials used in treating wood to increase its durability. 3 s.h. (w) Mr. WACKERMAN

214. MARKETING FOREST PRODUCTS.—Methods of selling and distributing timber, lumber, and other forest products in domestic and foreign trade; transportation methods; promotional activities of trade associations; competition between producing regions for markets and problems arising from the development of wood substitutes. Prerequisites: Forestry 211-212 or equivalent. 3 s.h. (w) Mr. WACKERMAN

216. LUMBER MANUFACTURING.—Methods of processing logs for sawn products with emphasis on the principles involved in obtaining maximum volume and quality yield for large and small mills and concentration yards; trends in production and consumption of lumber by regions and the development of new lumber products. 3 s.h. (w) MR. WACKERMAN

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisites: Botany 1 and 2, or equivalent. 3 s.h. (w) MR. JOHNSON

231. FOREST ENTOMOLOGY.—Principles of protecting forests from insect attack; character of insect damage to forest trees and their products; identification and biology of important species; survey methods and control. 3 s.h. (w) MR. ANDERSON

232. FOREST-PRODUCTS ENTOMOLOGY.—Recognition of insect damage to wood products; etiology, biology and control of important species. 3 s.h. (w) MR. ANDERSON

236. FOREST-GAME MANAGEMENT.—Principles of management for the sustained production of desirable game and fur animals on forest lands; characteristics and biology of important species. 3 s.h. (w) MR. ANDERSON

237. FOREST-RANGE MANAGEMENT.—Principles of management of livestock grazing on forest ranges on the basis of sustained multiple use. 3 s.h. (w) MR. ANDERSON

251. SAMPLING METHODS IN FORESTRY.—Statistical background for solution of sampling problems with special reference to sample inventory of a forest property. Offered both semesters. Prerequisite: Forestry S151. 3 s.h. (w) MR. SCHUMACHER

252. FOREST MENSURATION.—Empirical equations and curve fitting appropriate for construction of timber yield tables, tree volume and taper tables; significance tests and graphical solution of equations. Assignments require operation of calculating machines. Prerequisite: Forestry 251. 3 s.h. (w) MR. SCHUMACHER

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of biology. 3 s.h. (w) MR. HARRAR

255. BONDING OF WOOD.—Preparation of veneers and lumber for bonding; types and characteristics of modern adhesives used in the manufacture of plywood and laminates; cold and hot pressing procedures; use of electronic heating; bag molding techniques; manufacture and properties of transmuted wood; inspection and testing procedures. Prerequisite: Forestry 260 or equivalent. 3 s.h. (w) MR. HARRAR

257. DESIGN OF FORESTRY EXPERIMENTS AND ANALYSIS OF DATA.—Role of experimental design in field and laboratory, and statistical analysis of data as aspects of scientific methods in forestry research. 5 s.h. (w) MR. SCHUMACHER

259. PROPERTIES OF WOOD.—The chemical nature of wood substance and its industrial chemical derivatives. Wood-moisture relationships; pertinent non-mechanical physical properties; mechanical properties and factors affecting the strength of wood; standard timber testing procedures. Uses of woods as determined by their properties. Prerequisites: one year of college chemistry; one course in college physics. 3 s.h. (w) MR. HARRAR

260. WOOD ANATOMY.—Study of the physical features and the gross and minute structural characteristics of wood leading to the identification of the commercial woods of the United States, and the important tropical woods used in American wood-working industries. Elementary microtechnique. Prerequisite: one year of biology. 3 s.h. (w) MR. HARRAR

261. FOREST SOILS.—Origin, development, and classification of soils with special emphasis on those developed in humid climates; morphological, physical, and chemical properties of soils in relation to growth of trees; effect of forests on soils. Prerequisites: Chemistry 1 and 2, and Physics 1, or equivalent; physical geology, mineralogy, petrology, and analytical chemistry are also desirable. 3 s.h. (w)

MR. RALSTON

264. SILVICS.—Ecological foundations of silviculture with special reference to forest site factors; influence of forests on their environment; growth and development of trees and stands; origin, development, and classification of forest communities; methods of studying forest environments. Desirable prerequisites: plant physiology, plant ecology, and Forestry 261, or equivalents. 3 s.h. (w)

MR. RALSTON

265. THEORY AND PRACTICE OF SILVICULTURE.—Principles governing natural regeneration and treatment of forest stands and their application; reproduction methods, intermediate cuttings, and cultural operations. Field practice includes marking for various kinds of cuttings, cultural treatments, and study of managed stands in the Duke Forest. Prerequisite: Forestry 264 or equivalent. 3 s.h. (w)

MR. KORSTIAN

266. SOILS AND SILVICULTURE SPRING TRIP.—Approximately one week at spring camp studying soils and silviculture in the coastal plain. Prerequisites: Forestry 261, 265 or equivalents. 1 s.h.

MR. RALSTON

267. APPLIED SILVICULTURE.—Application and comparison of silvicultural practices to principal commercial forest species, types and regions of temperate North America, with particular emphasis on the South. Field work will include preparation of silvicultural plans. Prerequisite: Forestry 265 or equivalent. 1 s.h. (w)

MR. KORSTIAN

268. FOREST SEEDING AND PLANTING.—Place of artificial regeneration in practice of forestry; reforestation surveys and plans; collection, extraction, cleaning, testing and storage of forest tree seeds; direct seeding; nursery practice; forest planting. 2 s.h. (w)

MR. KORSTIAN

274. FOREST PROTECTION.—Principles of forest protection; causes, character and effects of forest fires; principles of forest fire prevention, suppression and suppression; fire control costs and fire plans; protection against domestic animals, wildlife, and atmospheric agencies. 2 s.h. (w)

MR. CHAIKEN

276. FORESTRY POLICY.—Objective study and analysis of the development of public land and forestry policies in the United States, present policies of public and private forestry organizations, and current policy issues in the light of economic and other criteria. Prerequisites: Forestry 279, 281. 2 s.h. (w)

MR. STOLTENBERG

277. ECONOMICS OF FORESTRY.—Principles of economics used in the analysis of factors affecting the supply of forest products, pricing of stumpage and primary forest products, factors affecting the demand for forest products, economic characteristics and problems of the major forest products industries; analysis of such specific private forestry problems as marketing, forest ownership pattern, taxation, credit, risk, and economic fluctuations. Prerequisite: at least one course in the principles of economics. 3 s.h. (w)

MR. STOLTENBERG

279. ECONOMIC ANALYSIS IN FOREST MANAGEMENT.—Principles of economics of particular value in private forest management; development of specific applications for evaluating production alternatives in forestry. Prerequisite: Forestry 277 or consent of the instructor. 3 s.h. (w)

MR. STOLTENBERG

281. FOREST MANAGEMENT.—Principles of organizing forest properties for systematic management; use of data obtained in surveys and inventories; principles of forest regulation, including a study of normal and actual forests, rotations, cutting cycles, and methods of regulating the cut in even-aged and all-aged forests for sustained yield; introduction to the preparation of preliminary forest management plans. Prerequisites: Forestry S150, S151, or equivalents. 3 s.h. (w)

MR. CHAIKEN

211A. TO 282A. SPECIAL STUDIES IN FORESTRY.—Work on the same level as the foregoing Senior-Graduate courses to meet the needs of individual students. Credits and hours to be arranged. THE STAFF

FOR GRADUATES

301-302. ADVANCED STUDIES IN FORESTRY.—Credits to be arranged. To meet individual needs of graduate students in the following branches of forestry:

- A. SILVICS.—Prerequisites: Forestry 253, 261, and 264 or equivalents. MR. KORSTIAN
- B. FOREST SOILS.—Prerequisite: Forestry 261 or equivalent. MR. RALSTON
- C. SILVICULTURE.—Prerequisites: Forestry 265, 266 and 267 or equivalents. MR. KORSTIAN
- D. FOREST MANAGEMENT.—Prerequisite: Forestry 281 or equivalent. MR. CHAIKEN
- E. FOREST ECONOMICS.—Prerequisite: Forestry 277 or equivalent. MR. STOLTENBERG
- F. PROPERTIES OF WOOD.—Prerequisites: Forestry 259 and 260, or equivalents. MR. HARRAR
- G. FOREST MENSURATION.—Prerequisite: Forestry 252, or equivalent. MR. SCHUMACHER
- H. FOREST ENTOMOLOGY.—Prerequisites: Forestry 231, 232 or equivalents. MR. ANDERSON
- I. FOREST UTILIZATION.—Prerequisite: Forestry 211-212 or equivalent. MR. WACKERMAN
- J. DENDROLOGY.—Prerequisite: Forestry 253 or equivalent. MR. HARRAR
311. ADVANCED FOREST UTILIZATION.—Analysis of the principles of determining the cost of and return from harvesting and manufacturing timber for various products and other uses of forests; study of factors governing the relation of tree size to net stumpage values; and the application of these principles and methods in the solution of actual case problems. Prerequisites: Forestry 211-212 or equivalent. 3 s.h. (w) MR. WACKERMAN
320. SEMINAR IN SILVICULTURE.—Arranged primarily to give graduates of other schools of forestry special training in the silviculture of the forests of the South. All men taking this course should also register for Forestry 266. Prerequisite: At least one course in silviculture. 3 s.h. (w) MR. KORSTIAN
322. SOIL CLASSIFICATION AND MAPPING.—Classification of soils as natural bodies. Mapping of soils, land use classes and forest site classes. Ordinarily one week of field study will be made of soils in either the coastal plain or mountains. Prerequisites: Forestry 261. 2 s.h. (w) MR. RALSTON
- 323-324. ADVANCED FOREST PATHOLOGY.—Advanced study and research on life histories and control of diseases of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and forest pathology. Credits to be arranged. MR. JOHNSON
326. ADVANCED FOREST SOILS.—Interrelations of the physical, chemical, and biological characteristics of forest and range soils. Prerequisites: analytical chemistry and Forestry 261. 3 s.h. (w) MR. RALSTON
331. TOXICOLOGY AND USE OF INSECTICIDES.—Physical, chemical and biological properties of materials used to destroy insects. Formulation, toxicology and use are emphasized. 3 s.h. (w) MR. ANDERSON
332. ECOLOGY OF FOREST INSECTS.—Study of the environmental factors as they influence insect population development. Both the physical and the biotic aspects are considered on the basis of field and laboratory experimental methods. Prerequisites: Forestry 231 or Forestry 232 or equivalent. 3 s.h. (w) MR. ANDERSON

342. ADVANCED FOREST MANAGEMENT.—Examination and analysis of techniques employed in the management of industrial and public forests, particularly in the South; discussion of problems of large scale intensive forest management. One week is spent in field study in the South Atlantic Coastal Plain. Prerequisites: Forestry 267, 279, and 281 or equivalents. 2 s.h. (w) **MR. CHAIKEN**

351-352. ADVANCED PHYSIOLOGY OF FOREST TREES.—Advanced study and research on problems in physiology of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and plant ecology and silvics. Credits to be arranged. **MR. KRAMER**

354. WOOD FINISHING.—Preparation of wood and wood surfaces for application of finish coatings; the physical and chemical properties of finishing materials; equipment and methods of application; overlays, decals, and printing; laboratory control and qualitative evaluation of finished surface; finishing characteristics of various species of wood. Prerequisites: Forestry 259, 260 or equivalent; 1 year of organic chemistry also desirable. 3 s.h. (w) **MR. HARRAR**

356. SEMINAR IN FOREST ECONOMICS.—Examination and discussion of the application of economic concepts in forestry, the potential contribution of economic analysis to private and public forest management; current research in forest economics. Prerequisites: Forestry 277 and 279 or consent of the instructor; advanced courses in economics and economic theory are desirable. 2 s.h. (w) **MR. STOLTENBERG**

357-358. RESEARCH IN FORESTRY.—Credits to be arranged. Students who have had adequate training may do research under direction of members of the Faculty in the branches of forestry indicated under courses 301-302 with the same prerequisites as thereunder noted. Each branch to bear the same letter designation as under Courses 301-302.

OTHER RELATED COURSES

In addition to the previously listed courses offered in the School of Forestry, the following courses may also be taken for credit.

BOTANY DEPARTMENT

202. GENETICS.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and interpretation of data from the breeding of plants. Offered in alternate years. Prerequisites: one year of botany, zoology, or equivalent, and college algebra. 4 s.h. **MR. PERRY**

221. INTRODUCTORY MYCOLOGY.—Field and laboratory study of the vegetative and reproductive structures of the fungi and slime molds. Methods of collection, isolation, propagation, and identification of the major orders as represented in the local flora. Prerequisite: A year of biological science. 4 s.h. **MR. JOHNSON**

252. ADVANCED PLANT PHYSIOLOGY.—The physicochemical processes and conditions underlying the physiological processes of plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. Offered first semester 1956-57. 3 s.h. **MR. NAYLOR**

254. PLANT WATER RELATIONS.—A study of factors affecting the availability of water, its absorption and use in plants, and the effects of water deficits on plant processes. Assigned readings, reports, and lectures. Prerequisite: Botany 151 or equivalent. 3 s.h. **MR. KRAMER**

256. COMMUNITY ANALYSIS AND CLASSIFICATION.—The development of concepts and methods in synecology and their present application to the study of plant communities. Prerequisite: Botany 156 or equivalent. 3 s.h. **MR. OOSTING**

257. PRINCIPLES OF PLANT DISTRIBUTION.—Interpretation of the floristic and ecological plant geography of the world's vegetation. Prerequisite: Botany 156 or equivalent. Not offered in 1956-57. 3 s.h. **MR. BILLINGS**

258. **PHYSIOLOGY OF GROWTH AND DEVELOPMENT.**—Consideration of the internal factors and processes of new protoplasm and its differentiation at the cellular, tissue, and organ level in plants. Prerequisites: Botany 151 or equivalent; organic chemistry recommended. 3 s.h. MR. NAYLOR

259. **ENVIRONMENTAL MEASUREMENTS.**—Methods of obtaining and evaluating climatological data for ecological purposes with special attention to instrumentation and microclimate. Prerequisite: Botany 156 or equivalent. 3 s.h. MR. BILLINGS

CHEMISTRY DEPARTMENT

233. **INSTRUMENTAL ANALYSIS.**—Experiments in the use of physical measuring instruments in chemical analysis with special attention to optical instruments. One lecture and three laboratory hours per week. Prerequisites: Chemistry 70 and one year of physics. 2 s.h. MESSRS. STROLOR, SAYLOR AND VOSBURGH

ECONOMICS DEPARTMENT

313-314. **SEMINAR IN ECONOMIC THEORY.**—The course consists of directed research in economic theory. The primary purpose is the correction of authoritative eclecticism and its replacement by individually integrated theory. 6 s.h. MR. HOOVER

317. **SEMINAR IN DEMOGRAPHIC, POPULATION, AND RESOURCE PROBLEMS.**—3 s.h. MR. SPENGLER

319. **SEMINAR IN THE THEORY AND THE PROBLEMS OF ECONOMIC GROWTH AND CHANGE.**—3 s.h. MR. SPENGLER

386. **SEMINAR IN LATIN-AMERICAN ECONOMIC PROBLEMS.**—3 s.h. MR. SMITH

COLLEGE OF ENGINEERING

158. **INDUSTRIAL ENGINEERING.**—A study of the industrial growth and present tendencies of productive industries as concerns the engineer. Specific topics treated are: plant location, organization, production and cost controls, and wage payment. 3 s.h. (w) MR. LEWIS

PHILOSOPHY DEPARTMENT

241. **LOGIC.**—Fundamental Problems of Logic. 3 s.h. (E) MR. CLARK

ZOOLOGY DEPARTMENT

222. **ENTOMOLOGY.**—Anatomy, physiology, embryology, and classification of insects. Prerequisite: one year of zoology. 4 s.h. MR. GRAY

238. **SYSTEMATIC ZOOLOGY.**—The fundamental theory and practice involved in the collection, identification and classification of animals. Prerequisite: Zoology 1 and 2. 4 s.h. MR. BAILEY

271. **CELLULAR PHYSIOLOGY.**—The physiological processes of living matter approached through studies of cells. Prerequisites: two years of biology and at least one year of chemistry. 4 s.h. MR. WILBUR

303. **ECOLOGY.**—Relation of animals to environment. Lectures, readings, reports, conferences; laboratory and field work. 4 s.h. MR. GRAY

Enrollment 1955-1956



- ‡Applequist, Martin Benjamin (B.S., Iowa State College; M.F., Duke University), Baton Rouge, La.
- †Bethune, James Edward (B.B.A., University of Georgia), Homerville, Ga.
- ‡Bilan, Mykita Victor (University of Lemberg; Diploma in Forestry, University of Munich; M.F., Duke University), Durham, N. C.
- †Calkins, Charles Sherman (B.S., Beloit College), Evanston, Ill.
- ‡Davison, Alexander Thayer (B.S., M.F., Duke University), Durham, N. C.
- *Douglas, Charles Ray (B.F., Stephen F. Austin State College), Jasper, Texas.
- *French, Wayne Eugene (B.S., University of Vermont), Kennett Square, Pa.
- ‡Gilmore, Alvan Ray (B.S.F., University of Florida; M.F., Duke University), Auburn, Ala.
- *Goforth, Marcus Herndon (B.S., Duke University), Charlotte, N. C.
- *Heeren, Robert Dralle (B.S., Rutgers University), Bloomfield, N. J.
- *Hitchings, Robert Grant (B.S., State University of New York, College of Forestry), Raleigh, N. C.
- *Hudson, Marks Daughtry (B.S., Duke University), Jacksonville, N. C.
- †Hug, Richard Ernest (Duke University), Penns Grove, N. J.
- *Jiles, Robert Algin, Jr. (B.S., Louisiana Polytechnic Institute), Ruston, La.
- *Klawitter, Ralph Alex (B.S., Michigan State College), Chicago, Ill.
- ‡Knight, Fred Barrows (B.S.F., University of Maine; M.F., Duke University), Waterville, Me.
- †Kozlik, Charles James (A.B., Doane College), Crete, Nebr.
- *Landgraf, Amel Edward, Jr. (B.S., Colorado Agricultural and Mechanical College), Fort Collins, Colo.
- *Lund, Anders Edward, Jr. (B.S.F., Colorado Agricultural and Mechanical College), Prairie View, Ill.
- †McGee, Charles Eugene (Howard College), Birmingham, Ala.
- *Miller, Ralph Robert (B.S., Iowa State College), Bogalusa, La.
- *Mohyla, Oleksa (Dip. Eng.-Forester, Ukrainian Technical Husbandry Institute), Newark, N. J.
- *Osgood, Eben Averill, Jr. (B.S., University of Maine), Bangor, Me.
- †Post, Boyd Wallace (B.S., Ohio University), Corning, Ohio.
- Saini, Tejbmam Singh (A.B., University of the Punjab; M.A., Forman Christian College), Rupar, Punjab, India.
- *Sechrist, Robert Arthur (B.S., Colorado Agricultural and Mechanical College), Garrettsville, Ohio.
- *Stephens, Emmett Jackson (B.S., University of Georgia), Vienna, Ga.
- *Sumner, Donald Keith (B.S., Pennsylvania State University), Athens, Pa.
- *Underwood, Elton Haynes (B. S., West Virginia University), Huntersville, W. Va.
- *Woodall, James Thomas (B.S., Louisiana Polytechnic Institute), Bossier, La.
- †Yim, Hyung Bin (B.S., Lincoln Memorial University), Seoul, Korea.

Students in Summer Session Only, 1955

- Barker, W. J. (B.S., North Carolina State College), Clemson, S. C.
- Cole, Donald E. (B.S.F., West Virginia University; M.F., Yale School of Forestry), Savannah, Ga.
- Dobberstein, Ralph (B.S., Capital University; B.F., M.F., University of Michigan), Rome, Ga.
- Durham, Gilbert V. (North Carolina State College), Charlotte, N. C.
- Ference, George M. (B.S.F., Pennsylvania State University; M.F., Duke University), Brunswick, Ga.
- †Furnival, George Mason (B.S.F., University of Georgia; M.F., Duke University), New Haven, Conn.
- Geiger, Walter B. (B.S., University of Connecticut; M.F., Duke University), Savannah, Ga.

* Registered for Master of Forestry Degree, 1956.

† Registered for Master of Forestry Degree, 1957.

‡ Registered for Doctor of Forestry Degree.

Gnann, John W. (B.S.F., University of Georgia), Ridgeland, S. C.
 Goodrich, Tom (B.S.F., Purdue University; ASTP, The Citadel), Cleveland, Tenn.
 Gunter, Erin R. (B.S.F., Louisiana State University), Alexandria, La.
 Halupka, C. A. (B.S., Pennsylvania State University), Hopewell, Va.
 Hanna, Howard (B.S.F., Colorado Agricultural and Mechanical College), Fernandina Beach, Fla.
 Hayworth, John David (Virginia Polytechnic Institute), High Point, N. C.
 Hoffmann, W. H. (B.S.F., University of Michigan), Asheville, N. C.
 James, K. E. (B.S.F., University of Georgia), Homerville, Ga.
 Johnson, Harry D. (B.S.F., Colorado Agricultural and Mechanical College), Jacksonville, Fla.
 Johnson, Leslie J. (B.S.F., University of Florida), Pensacola, Fla.
 Kulash, Walter M. (B.S., M.S., Ph.D., University of Massachusetts), Raleigh, N. C.
 Korstian, Kenneth C. (B.S., Duke University; M.F., Yale School of Forestry), Rome, Ga.
 Lavelly, C. E. (B.S., Colorado Agricultural and Mechanical College), Savannah, Ga.
 Lehocky, A. A. (B.S., University of Georgia), Columbia, S. C.
 Lynch, Don G. (Fairmont State College; West Virginia University), Waycross, Ga.
 Morgan, Clifton M. (B.A., University of the South; University of Georgia), Wiggins, Miss.
 Muller, Paul M. (B.S.F., Iowa State College), Savannah, Ga.
 Overby, Robert C. (B.S., North Carolina State College), Roanoke Rapids, N. C.
 Tift, Robert H. (B.S.F., University of Georgia), Tifton, Ga.
 *Troxell, Harry Emerson (B.S., M.F., Duke University), Fort Collins, Colo.
 Wyrick, Joseph (Duke University), Alliance, Ohio.

*Registered for Doctor of Forestry Degree

Students of Forestry in the Graduate School of Arts and Sciences

Allen, Robert Max (B.S., M.S., Iowa State College), Saucier, Miss.
 McGregor, William Henry Davis (B.S., Clemson College; B.S.F., M.F., University of Michigan), Lake City, Fla.

Institutions Represented

Beloit College	1	State University of New York,	
Capital University	1	College of Forestry	1
The Citadel	1	Stephen F. Austin State College	1
Clemson College	1	Ukrainian Technical Husbandry	
Colorado Agricultural and Mechanical		Institute	1
College	6	University of Connecticut	1
Doane College	1	University of Florida	2
Duke University	14	University of Georgia	8
Fairmont State College	1	University of Lemberg	1
Forman Christian College	1	University of Maine	2
Howard College	1	University of Massachusetts	1
Iowa State College	4	University of Michigan	3
Lincoln Memorial University	1	University of Munich	1
Louisiana Polytechnic Institute	2	University of the Punjab	1
Louisiana State University	1	University of the South	1
Michigan State University	1	University of Vermont	1
North Carolina State College	3	Virginia Polytechnic Institute	1
Ohio University	1	West Virginia University	3
Pennsylvania State University	3	Yale University	2
Purdue University	1	Total Institutions	38
Rutgers University	1		

Geographical Distribution

UNITED STATES

Alabama	2	New Jersey	3
Colorado	2	North Carolina	10
Connecticut	1	Ohio	3
Florida	4	Pennsylvania	2
Georgia	12	South Carolina	3
Illinois	3	Tennessee	1
Louisiana	5	Texas	1
Maine	2	Virginia	1
Mississippi	2	West Virginia	1
Nebraska	1	Total States	18

FOREIGN COUNTRIES

India	1	Korea	1
		Total	2

General Summary

Students in the School of Forestry	31
Students in Summer Session Only	28
Students of Forestry in the Graduate School of Arts and Sciences.....	2
Total Enrollment	61
Total number of institutions represented.....	38
Total number of states represented.....	18
Total number of foreign countries represented.....	2



BULLETIN
OF
DUKE UNIVERSITY



The Summer Session 1956

First Term: June 12 to July 17

Second Term: July 19 to August 23

VOLUME 28

February, 1956

NUMBER 4

Annual Bulletins

For GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

For BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

For BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY



The Summer Session 1956

ANNOUNCEMENTS

First Term: June 12 to July 17
Second Term: July 19 to August 23

DURHAM, NORTH CAROLINA
1956



The Chapel Tower

(from an etching by Louis Orr)

The Chapel Tower dominates the scene of West, or the University, Campus, and it symbolizes the spiritual heritage of the University. The predominantly Gothic architecture, traditionally restless and aspiring, contributes to the intellectually stimulating atmosphere of the University and provides an appropriate setting for educational endeavors.

Calendar of the Summer Session 1956



JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1 2	1	2	3	4	5	6	7				1	2	3	4
	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

June 5-8, Tuesday-Friday

Christian Convocation of 1956.

June 11, Monday, 9:00 a.m.

Dormitory rooms ready for occupancy.

June 12, Tuesday

Registration for First Term.

June 13, Wednesday

Instruction begins in all 3 s.h. courses of the First Term and Physics S51.

June 12-August 7

Short-Term Courses in Education (see pages 44-45).

June 14-15, Thursday-Friday

Conference on Elementary Education-Science.

June 19, Tuesday

Instruction begins in all 4 s.h. courses of the First Term in Chemistry, Geology, and Zoology.

June 26, Tuesday

Final date for filing with the Dean of the Graduate School statement of intention to complete Master's degree requirements during the First Term, and for filing title of Master's thesis.

June 26-27, Tuesday-Wednesday

Regional Conference on School Law.

June 30, Saturday

A holiday. No classes meet.

July 4, Wednesday

All classes meet.

July 6, Friday (4:00 p.m. in Room 114, Physics Building)

Graduate reading examinations in French and Spanish. Applicants for these examinations must register in the Graduate School Office not later than June 28.

July 16-17, Monday-Tuesday

Final Examinations for the First Term.

July 16-20, Monday-Friday

Laboratory Conference for Teachers of Science and Mathematics.

July 17-August 10, Tuesday-Friday

School for Approved Supply Pastors.

July 19, Thursday

Registration for the Second Term.

July 20, Friday

Instruction begins in all Second Term courses.

August 1, Wednesday

Final date for filing with the Dean of the Graduate School statement of intention to complete Master's degree requirements during the Second Term, and for filing title of Master's thesis.

August 4, Saturday

A holiday. No classes meet.

August 4-6, Saturday-Monday

Conference of the North Carolina English Teachers Association.

August 13-17, Monday-Friday

Conference of the Youth Council of the Methodist Youth Fellowship.

August 16, Thursday

Final examinations in all 4 s.h. courses of the Second Term in Chemistry, Geology, and Zoology.

August 18-24, Saturday-Friday

Conference of the School of Missions Committee of the Woman's Society of Christian Service of the North Carolina Conference of the Methodist Church.

August 22-23, Wednesday-Thursday

Final examinations in all 3 s.h. courses in the Second Term and Physics S52.

August 25-26, Saturday-Sunday

Laymen's Assembly of the North Carolina Conference of the Methodist Church.

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Administrative Officers of the Summer Session



ARTHUR HOLLIS EDENS, PH.D., LL.D.
President of Duke University

PAUL MAGNUS GROSS, PH.D.
Vice-President in the Division of Education

CHARLES EDWARD JORDAN, A.B., LL.D.
Vice-President in the Division of Public Relations

HERBERT JAMES HERRING, A.M., LL.D.
Vice-President in the Division of Student Life

ALFRED SMITH BROWER, A.B.
Business Manager and Comptroller

PAUL HIBBERT CLYDE, PH.D.
Director of the Summer Session

RICHARD LOVEJOY TUTHILL, ED.D.
University Registrar



ROBERTA FLORENCE BRINKLEY, PH.D.
Dean of the Woman's College

JAMES CANNON, TH.M., D.D.
Dean of the Divinity School

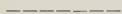
HERBERT JAMES HERRING, A. M., LL.D.
Dean of Trinity College

MARCUS EDWIN HOBBS, PH.D.
Dean of the Graduate School of Arts and Sciences

CLARENCE FERDINAND KORSTIAN, PH.D.
Dean of the School of Forestry

ALAN KREBS MANCHESTER, PH.D.
Dean of Undergraduate Studies

WALTER JAMES SEELEY, M.S.
Dean of the College of Engineering



WILLIAM COUNCILL ARCHIE, PH.D.
Associate Dean of Trinity College

CAZLYN GREEN BOOKHOUT, PH.D.
Director of the Duke Marine Laboratory

ROBERT B. COX, A.M.
Dean of Undergraduate Men

EARL THOMAS HANSON, PH.D.
Director of Admissions, Graduate School of Arts and Sciences

DUKE UNIVERSITY

ELLEN HARRIS HUCKABEE, A.M.

Dean of Undergraduate Instruction, The Woman's College

MARIANNA DUNCAN JENKINS, PH.D.

Associate Dean of Undergraduate Instruction, The Woman's College

CHARLES BUCHANAN JOHNSON, ED.D.

Assistant to the Director, The Summer Session

MRS. ELIZABETH ANDERSON PERSONS, A.M.

Director of Admissions, The Woman's College

OLAN LEE PETTY, PH.D.

Assistant Director, The Summer Session

EVERETT BROADUS WEATHERSPOON, A.B.

*Director of Admissions, Trinity College and the
College of Engineering*

MARY GRACE WILSON, A.M.

Dean of Undergraduate Women

MARGARET FLORY, A.B.

Social Director, Term I

CATHERINE S. DEATON, A.B.

House Counselor Women's Residence, Term I

ELLEN LYLES, A.M.

Social Director, Term II

PATRICIA SANDERFORD, A.B.

House Counselor Women's Residence, Term II

W. S. PERSONS, A.B.

Recreation Supervisor for the Summer Session

The Summer Session Faculty



- JOSÉ AMOR Y VÁZQUEZ, M.A.
Visiting Instructor in Romance Languages. Brown University
- ROGER FABIAN ANDERSON, PH.D.
Associate Professor of Forest Entomology
- KIRO PETE ARGES, M.S. IN C.E.
Assistant Professor of Civil Engineering
- PIERRE AUBERY, DOCTEUR DE L'UNIVERSITÉ
Instructor in Romance Languages
- DAVID B. AUSTIN, PH.D.
Visiting Professor of Education Columbia University
- THOMAS MALCOLM AYCOCK, M.A.
Professor of Physical Education
- JOSEPH RANDLE BAILEY, PH.D.
Associate Professor of Zoology
- WILLIAM WALDO BEACH, PH.D.
Professor of Christian Ethics
- GORDON EDWARD BELL, M.B.A., C.P.A.
Assistant Professor of Economics
- HUGO LEANDER BLOMQUIST, PH.D.
Professor of Botany
- EDWARD CLAUDE BOLMEIER, PH.D.
Professor of Education
- CAZLYN GREEN BOOKHOUT, PH.D.
Professor of Zoology
- LLOYD J. BORSTELMANN, PH.D.
Assistant Professor of Psychology
- BENJAMIN BOYCE, PH.D.
Professor of English
- DAVID GILBERT BRADLEY, PH.D.
Assistant Professor of Undergraduate Religion
- CHARLES KILGO BRADSHER, PH.D.
Professor of Chemistry
- RALPH J. D. BRAIBANTI, PH.D.
Associate Professor of Political Science
- ELMER L. BROOKS, PH.D.
Instructor in English
- FRANCES CAMPBELL BROWN, PH.D.
Associate Professor of Chemistry
- WILLIAM HUGH BROWNLEE, PH.D.
Associate Professor of Old Testament
- LEONARD CARLITZ, PH.D.
Professor of Mathematics
- DAVID WILLIAMS CARPENTER, PH.D.
Professor of Physics
- ALLAN MURRAY CARTIER, PH.D.
Assistant Professor of Economics and Research Associate
- WILLIAM H. CARTWRIGHT, PH.D.
Professor of Education
- LEON EDWARD CHAIKEN, M.F.
Associate Professor of Forest Management and Assistant Director of the Forest
- ROMA SAWYER CHEEK, PH.D.
Assistant Professor of Political Science
- BENJAMIN GUY CHILDS, M.A.
Professor of Education
- ROMANE LEWIS CLARK, PH.D.
Assistant Professor of Philosophy
- HENRY LAWRENCE CLEVER, PH.D.
Visiting Instructor in Chemistry Emory University
- JOEL G. COLTON, PH.D.
Assistant Professor of History
- ROBERT MERLE COLVER, Ed.D.
Assistant Professor of Education
- ROBERT EARL CUSHMAN, PH.D.
Professor of Systematic Theology
- BOYD LEE DANIELS, B.D.
Instructor in Undergraduate Religion
- GIFFORD DAVIS, PH.D.
Professor of Romance Languages
- ROBERT L. DICKENS, M.S., C.P.A.
Assistant Professor of Accounting
- RUSSELL LESLIE DICKS, B.D., D.D., D.LITT.
Professor of Pastoral Care and Chaplain to Duke Hospital
- WILLIAM WHITFIELD ELLIOTT, PH.D.
Professor of Mathematics
- LEON HUBBARD ELLIS, PH.D.
Lecturer in Political Science

- ARTHUR BOWLES FERGUSON, PH.D.
Associate Professor of History
- RUSSELL A. FRASER, PH.D.
Assistant Professor of English
- WILLIAM J. FURBISH, M.A.
Instructor in Geology
- W. SCOTT GEHMAN, JR., PH.D.
Assistant Professor of Education
- IRVING EMERY GRAY, PH.D.
Professor of Zoology
- WILLIAM BASKERVILLE HAMILTON, JR.,
PH.D.
Professor of History
- ELLWOOD SCOTT HARRAR, PH.D.
Professor of Wood Technology
- HORNELL NORRIS HART, PH.D.
Professor of Sociology
- DON DOUGAN HUMPHREY, PH.D.
Professor of Economics
- ANNE MADELINE JACOBANSKY, R.N.,
B.S.N.E., M.Ed.
Professor of Nursing
- FREDERICK CHARLES JOERG, M.B.A.
Associate Professor of Economics
- TERRY WALTER JOHNSON, JR., PH.D.
Assistant Professor of Botany
- BRADY RIMBEY JORDAN, PH.D.
Professor of Romance Languages
- WILLIAM ARTHUR KALE, B.D., D.D.
Professor of Christian Education
- CHARLES EARL LANDON, PH.D.
Professor of Economics
- LIONEL WILFRED MCKENZIE, JR., B.LITT.
(OXON), M.A.
Associate Professor of Economics
- JONATHAN COLLINS MCLENDON, PH.D.
Associate Professor of Education
- WILLIAM CARY MAXWELL, PH.D.
Associate Professor of German
- GUSTAVUS MILLER, PH.D.
Instructor in Romance Languages
- ROBERT JOHN MONTFORT, B.A.
*Assistant Professor of Physical
Education*
- ELIZABETH MOSES, R.N., B.S.N.E., M.Ed.
Assistant Professor of Nursing
- HELEN MURPHY, Ed.D.
*Visiting Professor of Education
Boston University*
- HOWARD T. ODUM, PH.D.
Assistant Professor of Zoology
- AUBREY EDWIN PALMER, B.S. IN E., C.E.
*Associate Professor of Civil
Engineering*
- WILLIAM BERNARD PEACH, PH.D.
Assistant Professor of Philosophy
- RAY C. PETRY, PH.D., LL.D.
Professor of Church History
- OLAN LEE PETTY, PH.D.
Associate Professor of Education
- RICHARD LIONEL PREDMORE, D.M.L.
Professor of Romance Languages
- JOHN HENDERSON ROBERTS, PH.D.
Professor of Mathematics
- JESSE LEE ROSE, PH.D.
Associate Professor of Latin and Greek
- DONALD FRANCIS ROY, PH.D.
Assistant Professor of Sociology
- REAMES HAWTHORNE SALES, PH.D.
*Assistant Professor in Undergraduate
Religion*
- HERMAN SALINGER, PH.D.
Professor of German
- CHARLES RICHARD SANDERS, PH.D.
Professor of English
- LLOYD BLACKSTONE SAVILLE, PH.D.
Associate Professor of Economics
- JOHN HENRY SAYLOR, PH.D.
Professor of Chemistry
- THOMAS ANTON SCHAFER, PH.D.
*Assistant Professor of Historical
Theology*
- CLARENCE HENRY SCHETTTLER, PH.D.
Associate Professor of Sociology
- FRANCIS XAVIER SCHUMACHER, B.S.
Professor of Forestry
- ESTHER LOUISE SCHWERMAN, PH.D.
Assistant Professor of English
- GROVER C. SMITH, JR., PH.D.
Assistant Professor of English
- GEORGE W. SPICER, PH.D.
*Visiting Professor of Political Science
University of Virginia*
- CHARLES D. SPIELBERGER, PH.D.
*Assistant Professor of Psychology and
Associate Professor in the School of
Medicine*
- HARRY R. STEVENS, PH.D.
Assistant Professor of History

LIONEL STEVENSON, PH.D., F.R.S.L.
James B. Duke Professor of English

WIPPERT ARNOT STUMPF, PH.D.
Associate Professor of Education

JOSEPH MILLER THOMAS, PH.D.
Professor of Mathematics

ELIAS TORRE, M.A.
Assistant Professor of Romance Languages

JAMES NARDIN TRUESDALE, PH.D.
Associate Professor of Greek

ARLIN TURNER, PH.D.
Professor of English

F. JOHN VERNBERG, PH.D.
Assistant Professor of Zoology

DAN OTTO VIA, JR., B.D.
Instructor in Undergraduate Religion

PATRICK R. VINCENT, PH.D.
Assistant Professor of Romance Languages

HALLAM WALKER, PH.D.
Instructor in Romance Languages

CHARLES EUGENE WARD, PH.D.
Professor of English

JAMES M. WATKINS, A.M.
Instructor in Romance Languages

RICHARD LYNESS WATSON, JR., PH.D.
Associate Professor of History

HENRY WEITZ, ED.D.
Associate Professor of Education

PELHAM WILDER, JR., PH.D.
Assistant Professor of Chemistry

KELLOGG VAN NOTE WILSON, PH.D.
Assistant Professor of Psychology

CHARLES R. YOUNG, PH.D.
Instructor in History

HALINA ZUKOWSKI, R.N., B.S., M.L.
Assistant Professor of Nursing

To Former Students and to Prospective Students of the Summer Session

The Summer Session at Duke University makes available to Duke students, to students from other universities and colleges, to teachers in elementary and secondary schools, and to other special students a notable program of instruction in many fields of knowledge, both academic and professional.

Course programs offered during the summer are designed to meet special and particular needs as well as the more conventional requirements leading to specific degrees.

Undergraduates of Duke University who desire to accelerate their programs may complete the work for a degree in three years by attending two and one-half Summer Sessions.

Graduates of accredited high schools, both men and women, who have been admitted to the freshman class of Duke University may begin their work in the Summer Session.

Undergraduates from other colleges and universities may enjoy the special advantages of summer instruction at Duke and transfer earned credits to their own institutions.

Graduate students who have been admitted to the Graduate School to study for the Master of Arts, Master of Education, and Master of Arts in Teaching degrees will find courses arranged in sequence from summer to summer to meet their requirements.

Teachers from elementary and secondary schools who desire to earn credits toward the renewal of their certificates and who are interested in further teacher training in subject content and method may enroll in senior-graduate courses as special or unclassified students.

While the summer course program meets in many departments the needs of degree candidates, it goes beyond these limits in presenting also courses of wide general interest and, in addition, special non-credit lectures, concerts, plays, conferences, institutes, and workshops.

Duke University's ample and modern research facilities will be available during the summer to all properly qualified students. It is the hope of the University, of the summer faculty, and of the administrative officers that former students and new students will find increasing values in each summer spent at Duke.

THE DIRECTOR.

Admission



THE general requirement for admission to the Summer Session is graduation from an accredited secondary school or its equivalent. Rejection of a student's application for admission to one of the University's Colleges or Schools does not preclude admission of that student to the Summer Session as a special or unclassified student.

Admission to specific courses offered in the Summer Session is governed by the student's academic status (freshman, sophomore, junior, senior, graduate, special or unclassified) and by the pre-requisites of the course in question.

Students in Residence at Duke University during the Spring Semester 1956

A Duke University student, either graduate or undergraduate, who plans to attend the Summer Session should pre-enroll with the dean of his college or school (see p. 20 for specific dates). He need *not* file with the Summer Session the application blank at the end of this *Bulletin*.

Students Not in Residence at Duke University during the Spring Semester 1956

UNDERGRADUATES. New students seeking to enter Duke University as freshmen or as undergraduates with advanced standing, and undergraduates who wish to re-enter the University should write the office of Admissions requesting regular application forms.

Undergraduates, both men and women, enrolled in other colleges and universities who desire to earn in the Duke University Summer Session credits which are to be transferred to their own institutions should apply directly to the Director of the Summer Session, Duke University, on the application form at the end of this *Bulletin*. They should give accurately and clearly all information called for on the application form.

GRADUATES. Students with graduate standing and teachers in service with or without the Bachelor's degree who wish to earn credits toward the renewal or the advancement of their certificate and who do not wish to become candidates for a degree at Duke University

should apply to the Director of the Summer Session on the application form at the end of this *Bulletin*.

Graduate students who are seeking admission to the Graduate School of Arts and Sciences and those who have been admitted to the Graduate School must apply to the Director of the Summer Session on the application form at the end of this *Bulletin*. Those who are seeking admission to the Graduate School *must also file* Graduate School application forms which may be secured by writing to the Dean of the Graduate School, Duke University, Durham, North Carolina.

Admission to Degree Candidacy

Credits earned during the Summer Session may be applied toward the requirements of a degree.

UNDERGRADUATES. A student seeking to enroll as a candidate for the Bachelor's degree from one of the colleges of Duke University must meet the entrance requirements set forth in the *Bulletin of Undergraduate Instruction*. This *Bulletin* may be secured by writing the Office of Admissions, Duke University.

GRADUATES. A student seeking to enroll as a candidate for one of the advanced degrees offered by the Graduate School of Arts and Sciences of Duke University must meet the requirements set forth on pages 31-38 of this *Bulletin*.

Admission of Veterans

All veterans who plan to attend Duke University for the first time during the Summer Session of 1956 should have a Certificate for Education and Training or a Certificate of Eligibility and Entitlement ready to present at the time of registration. This form may be secured by applying to the Veterans Administration. In the event a student has previously been enrolled under the G. I. Bill of Rights and his last enrollment was at Duke University no Certificate is necessary. School teachers who attended the '55 Session and are planning to return this year should have a letter from their immediate superior attesting to the fact that they taught during the school year 1955-56 giving both the beginning and ending dates of the term. Any correspondence should be addressed to: The Veterans' Office, Allen Building, Duke University, Durham, N. C.

Financial Information, Living Accommodations, and Medical Care



Fees

The University Fee:

Covering registration, tuition, and medical care.....\$15.00 per semester hour

Teachers in full-time service in Elementary and Secondary Schools..... 7.50 per semester hour

Registered Nurses enrolled in Nursing Education courses 7.50 per semester hour

Laboratory Fees: (These where applicable are in addition to the University Fee.)

Marine Laboratory..... 10.00

Fees Replacing University Fee:

Medical Mycology\$50.00

Master's Degree Summer Session Fee:

A candidate for the Master's degree who completes in the Summer Session 15 or more semester hours required for the degree and who finishes the work in the Summer Session pays a degree fee of.....\$25.00

A Master's degree candidate who is not required to pay the fee under Item 1 above, but who takes a thesis examination during the Summer Session, is required to pay a degree fee of.....\$10.00

A Master's degree candidate who, in the fall or spring semesters, completes 15 or more semester hours required for the degree and who finishes the work in the Summer Session without a thesis examination is not required to pay the degree fee.

Auditing Fees (See p. 22 for definition):

1. Students registered for a full course program may audit non-laboratory courses (with the permission of the Director) at no extra charge.

2. Students carrying less than a full course program may be granted permission to audit a course or courses on payment of half the University fee per semester hour audited.....\$7.50 per s.h.

Late Registration Fee:

Students who fail to register prior to the first class day of a given course will pay an extra fee of..... 5.00

Fee for Course Changes:

Course changes other than those required by the University will be made only on payment of an extra fee of..... 1.00

Fee for Make-up Final Examination:..... 3.00

Refund of Fees:

a. When applications for withdrawal are received by the Director of the Summer Session before the close of registration on registration day, full fees will be refunded.

b. When applications for withdrawal are received by the Director of the Summer Session during the first four class days of a given term 80 per cent of the fees will be refunded.

c. When applications for withdrawal are received by the Director of the Summer Session after the fourth class day there will be no refund of fees.

Student Aid

HALF-FEES TO TEACHERS AND REGISTERED NURSES: Teachers in full-time service in elementary and in secondary schools and registered nurses enrolled in Nursing Education courses are given a rebate of one-half the University fee. Teachers on leave of absence from their schools and teachers not currently employed are not eligible for this rebate.

SCHOLARSHIPS FOR PUBLIC SCHOOL TEACHERS: Duke University will award a minimum of thirty special scholarships of \$125.00 each to high school and elementary teachers on a competitive basis (not by a written examination) for the Summer Session of 1956. This scholarship program is designed to encourage teachers to begin or to continue their graduate studies leading to the A.M., M.Ed., or M.A. in Teaching degree.

Although successful applicants will not be required to become candidates for a degree, they must qualify for and receive admission to the Graduate School of Arts and Sciences.

All applications with supporting documents must be submitted by April 1, 1956. Selection and appointment of scholars will be completed by May 1, 1956.

Application blanks and complete information may be obtained from the Director of the Summer Session, Duke University, Durham, North Carolina.

LOANS: A number of loan funds have been established for the benefit of the students of Duke University. Several of these funds are available to students enrolled in the Summer Session. These funds are administered through a committee of officers of the University.

The committee, in approving loans, selects those students who from the standpoint of character, scholastic attainment, and degree of financial need are deserving of consideration.

The following regulations govern the operation of the Summer Session loan fund program:

1. No loan shall be made to a student who violates any of the regulations of the University or whose academic record is not satisfactory to the faculty.
2. All loans must be arranged for not later than one week after the beginning of a term.
3. Every applicant for a loan must give the names of two references who will be contacted by the Student Loan Office. Statements from these references must have been received and made a part of the borrower's file before any money will be advanced. Neither of these references may be a member of a borrower's family.

4. No loan will be made to defray any expenses other than those incurred during the Summer Session for the University fee.

5. All loans must be repaid within six months following the close of the Summer Session in which the loan is made.

6. Simple interest at the rate of six per cent annually shall be charged for all loans made during a summer session.

7. Applicants for loans should make application to the Loan Committee, Office of the Secretary, Duke University. A formal application for loan assistance may be made only on forms furnished in the Secretary's Office during the first week of each term. The granting or withholding of a loan is a matter entirely within the discretion of the Loan Committee. A student is expected to use all other possible means of securing financial assistance before applying for aid from a loan fund.

Dormitory Accommodations

The dormitory facilities of Duke University West Campus will be used for the 1956 Summer Session except in the case of the Marine Laboratory. The Men's Graduate Center will be used for graduate men who are regular residents of the Men's Graduate Center; however, dining halls in Men's Graduate Center will not be open during the Summer Session. An area in Few Quadrangle will be available to graduate men enrolled in the Summer Session only. An area in Craven Quadrangle and Few Quadrangle will be available to undergraduate men. Kilgo Quadrangle will be available for women with designated houses reserved for graduate women and undergraduate women. Epworth Hall, on the Woman's College Campus, will be available to graduate women who are residents of Epworth Hall, also Epworth Hall will be available to graduate women who plan to attend both terms of the Summer Session. The University does not provide living accommodations in which married couples might live.

Most rooms are furnished for two persons. Only a limited number of rooms are furnished as singles for one person. Furniture consists of single beds, 39" x 74", with mattresses, an individual clothes closet for each person, a chest of drawers for two persons, a study table, chairs, bookcase, waste basket, and window shades. Linens, blankets, towels, and pillows are not furnished by the University.

The Marine Laboratory is located on Pivers Island adjoining the United States Bureau of Fisheries across the Newport River from Beaufort, North Carolina. Three cottage-type dormitories are available with a separate building for dining hall and social activity. All rooms in the Marine Laboratory dormitories are equipped for two persons.

Dormitory Rooms—Rates

Single Room	12 weeks' term.....	\$84.00	
	6 weeks' term.....	42.00	
	5 weeks' term.....	35.00	
	4 weeks' term.....	28.00	
	3 weeks' term.....	21.00	
	2 weeks' term.....	14.00	
	1 week's term.....	7.00	
Double Room	12 weeks' term.....	\$108.00	\$54.00 each person
	6 weeks' term.....	54.00	27.00 each person
	5 weeks' term.....	45.00	22.50 each person
	4 weeks' term.....	36.00	18.00 each person
	3 weeks' term.....	27.00	13.50 each person
	2 weeks' term.....	18.00	9.00 each person
	1 week's term.....	9.00	4.50 each person
Double Room Furnished as a Single Room and Occupied by One Person	12 weeks' term.....	\$96.00	
	6 weeks' term.....	48.00	
	5 weeks' term.....	40.00	
	4 weeks' term.....	32.00	
	3 weeks' term.....	24.00	
	2 weeks' term.....	16.00	
	1 week's term.....	8.00	

Applications for room reservations accompanied by the full amount of the room rent for the term concerned should be made to Duke University Housing Bureau, Duke Station, Durham, North Carolina. Rooms will be reserved in the order in which applications are received. Notification of assignments to rooms will be made about May 15 for the first term; about July 10 for the second term.

Rooms are available to applicants twenty-four hours prior to the registration for a specific term of the Summer Session. A room is to be vacated by the occupant within twenty-four hours after the last final examination. Any period of occupancy other than for a specific term of the Summer Session must be arranged for at the Office of the Housing Bureau, 03 Allen Building.

Applicants should be sure to express their preference as to roommates, if they have a preference. If no preference of roommate is expressed, the Housing Bureau will assign a roommate; however, the Office does not assume responsibility in this matter.

Estimated Cost of one term of Summer Session:

University Fee, 6 s.h.....	\$ 90.00
Teachers (elementary and secondary) in full-time service, and Registered Nurses in nursing education courses, \$45.00	
Dormitory Rooms (2 occupants, \$22.50 per person).....	22.50
Meals (Cafeteria selective: average per day \$2.00).....	72.00
Books and Class Materials \$7.00 to \$10.00.....	8.50
Miscellaneous (laundry, etc.).....	12.00
Total (elementary and secondary teachers in full-time service and Registered Nurses in nursing education courses deduct \$45.00).....	\$205.00

Medical Care

With the exceptions noted below, full medical and surgical care is furnished to all regularly matriculated students of the University during the Summer Session at no additional cost to them beyond the University fee for each term of residence in the Summer Session or any shorter period. This service is under the direction of the University Physician with the cooperation of the staff of Duke Hospital. It includes hospitalization for a maximum period of six days, medical and surgical care, drugs, dressings, X-ray work, and ward, but not special nursing. Refraction of eyes, treatment of teeth and of all chronic and pre-existing conditions, such as diseased tonsils, hernias, elective surgery, chronic skin conditions, endocrine disturbances, etc., or accidents or illness occurring during vacations or while off the campus, are not included in this service. The cost of braces and necessary orthopaedic appliances and of blood, as well as special nursing, must be borne by the student. A charge for board will be made of the student while he is in the hospital. All necessary telephone and telegraph charges will be borne by the student. If students have insurance providing hospitalization, surgical or medical benefits, the benefits shall be applied to the cost of their medical care.

No illness is treated in dormitory or other rooms occupied by students. Students needing treatment for minor medical or surgical conditions have the facilities of the Student Health Office in the Hospital between 9:00 a.m. and 5:30 p.m. on week-days. Emergency room care is available at night and on Saturday afternoons and Sundays. For admission to the hospital, or for X-ray and consultation services, a student *must* present the 1956 Summer Session Health and Recreation Card as evidence that he is matriculated in the Summer Session and entitled to hospitalization. Such a card is not issued to students who register for less than 3 semester hours' credit.

Registration



Definition of Terms

REGISTRATION. A student has completed registration for the Summer Session when:

1. His course program has been written and approved by the dean of the school or college in which he is enrolled or by the Director of the Summer Session in the case of the special or unclassified student.

2. Summer Session forms have been completed properly by the student in the Summer Session Office.

3. Summer Session University fees have been paid.

PRE-ENROLLMENT. The term pre-enrollment refers only to the writing of the course program and its approval by the proper deans or by the Director of the Summer Session in the case of the special or unclassified student. *Pre-enrollment alone does not constitute registration.*

General Registration

CLASSES BEGINNING JUNE 13. All Summer Session students whose classes begin on June 13, Term I, who *do not* complete registration in the Summer Session Office, 119 Allen Building, on or before June 6 *must* present themselves at general registration in the new gymnasium on June 12 to register. Students will register during 30-minute periods alphabetically according to *surname* as indicated in the following table.

<i>Time</i>	<i>Registrants (Surname)</i>
9:00- 9:30	N - P
9:30-10:00	Q - R
10:00-10:30	S
10:30-11:00	T - V
11:00-11:30	W - Z
11:30-12:00	A - B
12:00-12:30	C
2:00- 2:30	D - E
2:30- 3:00	F - G
3:00- 3:30	H - J
3:30- 4:00	K - L
4:00- 4:30	Mc - M

CLASSES BEGINNING JUNE 19. All Summer Session students whose classes begin on June 19, Term I, who *do not* complete registration in the Summer Session Office on or before June 16 must register in the Summer Session Office, 119 Allen Building, on June 18.

CLASSES BEGINNING JULY 2. All Summer Session students whose classes begin on July 2, Term I, must complete registration in the Summer Session Office on or before June 30.

CLASSES BEGINNING JULY 20. All Summer Session students who wish to register for courses offered during Term II or for research during Term II may register in the Summer Session Office on July 9 through July 16. All students who *do not* register for second term during this period *must* register in the Summer Session Office, 119 Allen Building, on July 19.

CLASSES BEGINNING ON OTHER DATES. All Summer Session students registering for courses beginning on dates other than those specified above must complete registration in the Summer Session Office *before* the date on which their classes begin. *Registration on the day on which classes are scheduled to begin will be considered late registration.*

Late Registration

Any student who fails to register on or before the dates specified in the preceding paragraphs will be charged a fee of \$5.00 for late registration. No student will be permitted to register for a 3 semester hour course after the fourth class day (June 16, Term I; July 24, Term II); a 4 semester hour course after the third class day (June 21, Term I; July 24, Term II); a 5 semester hour course after the third class day (June 15, Term I; July 24, Term II). Changes in courses other than those required by the University will require a payment of \$1.00 for each change made. All changes must be approved by the dean of the school or college in which the student is enrolled or, in the case of the special or unclassified student, by the Director of the Summer Session. These registration rules are enforced rigidly.

Since Summer Session courses present a program of study in more concentrated and rapid form than in the regular semesters, students are advised to register on time and to be present at all class sessions.

Advance Registration

STUDENTS IN RESIDENCE AT DUKE UNIVERSITY DURING THE SPRING SEMESTER 1956.

WRITING COURSE PROGRAMS IN THE SCHOOLS AND COLLEGES. Students in residence at Duke University during the Spring Semester 1956, both graduate and undergraduate, who plan to enroll for courses

offered in the 1956 Summer Session or to carry on research during the period of the Summer Session will write course programs and have them approved in their respective schools or colleges on the dates specified below:

Trinity College

April 23-April 24—rising seniors

April 25-April 27—rising juniors

May 1-May 3—freshmen and rising sophomores

College of Engineering

April 23—rising seniors

April 25—rising juniors

May 1—rising sophomores

Woman's College

April 23-April 24—rising seniors

April 25-April 27—rising juniors

May 1-May 3—rising sophomores

The School of Nursing

May 3-May 4—all students planning to attend the Summer Session

The Divinity School

May 3-May 4—all students planning to attend the Summer Session

The Graduate School of Arts and Sciences

May 1-May 2—all students planning to attend the Summer Session

ADVANCE REGISTRATION IN THE SUMMER SESSION OFFICE. Students in residence whose course programs have been written and approved by their respective colleges on the dates indicated above may complete their registration in the Summer Session Office, 119 Allen Building, on the following dates:

Graduate students

May 1 through May 2

Undergraduate students

May 17 through June 6

Registration in the Summer Session Office includes:

1. Completion of various Summer Session forms.
2. Payment of University fees.

A student who registers with the Summer Session Office during this period *will not* be required to be present at general registration on June 12. He will begin his class work on the date his classes are scheduled to begin: June 13, June 19, or July 2.

STUDENTS NOT IN RESIDENCE AT DUKE UNIVERSITY DURING THE SPRING SEMESTER 1956.

ADVANCE REGISTRATION BY MAIL. Students not in residence at Duke University during the Spring Semester 1956—new undergraduate students seeking to enter as degree candidates, graduate students who are not candidates for an advanced degree at Duke University, graduate and undergraduate students of other colleges and universities desiring to earn credits for transfer, public school teachers and college teachers (not advanced degree candidates)—may register by mail. Advance registration by mail includes:

1. Completion in full of the application form at the end of this *Bulletin*.

2. Admission to the Summer Session by the Director of the Summer Session and, in the case of students seeking to enter Duke University as degree candidates, admission by the dean to the school or college of Duke University concerned.

3. Completion in full and return of forms required by the Summer Session Office by June 6.

4. Payment of University fees by June 6.

A student may *pre-enroll* by mail without paying the University fees, but he *cannot register in advance* without doing so.

Students who complete registration by mail on or before June 6 need not be present at the general registration on June 12.

DEGREE CANDIDATE GRADUATE STUDENTS NOT IN RESIDENCE DURING THE SPRING SEMESTER 1956. All graduate students not in residence during the Spring Semester 1956 who are candidates for an advanced degree in the Graduate School of Arts and Sciences of Duke University *must* present themselves for registration at the gymnasium on June 12. They cannot complete registration by mail because:

1. Their program of study for the summer must be approved by their Director of Graduate Studies.

2. Their course programs must be written and approved by the Graduate School of Arts and Sciences.

These students may pre-enroll by mail with the Summer Session Office and may pay their fees in advance, but they cannot complete their registration.

Academic Regulation



Kinds of Course Enrollment

SUMMER SESSION courses may be taken for "credit" or for "non-credit" or may be "audited." A student's program may be exclusively in one of these categories, or may combine any two of them or all three. Students taking a full or partial program for "credit" may enroll as auditors or as non-credit students in any number of additional courses.

CREDIT. The Summer Session term "credit" does not mean degree credit at Duke University unless the student has been admitted as a degree candidate by one of the colleges or schools of the University. A student taking a course for credit is expected to do all the work required and to take the final examination, and he will receive a grade. G.I. Bill benefits are available only to those veterans who enroll for credit.

NON-CREDIT. "Non-credit" enrollment is available to the student who wishes the privilege of participating in class discussions, exercises, and laboratory assignments but does not wish to take the examinations either mid-term or final. A "non-credit" student may do as much of the work of the course as he desires, but he may not take the final examination and he will not receive a grade. Full fees of \$15.00 per semester hour are required in "non-credit" enrollment.

AUDIT. An auditor is entitled to listen to lectures and class discussions, but he may not participate in discussions or take examinations. Students may not enroll as auditors in laboratory courses. A student carrying a full program for credit may be given permission to audit as many courses as he desires without additional fees. Students carrying less than a full program for credit may secure permission to audit but are required to pay the auditing fee of \$7.50 per semester hour.

Eligibility for Course Enrollment

Courses numbered 1-49 are primarily for freshmen, or freshmen and sophomores. Courses numbered 50-99 are ordinarily for sophomores, or sophomores and juniors. Courses numbered 100-199 are designed for juniors and seniors. Courses numbered 200-299 are planned for

seniors and graduates. Courses numbered from 300 up admit graduate students only. Courses numbered from 200 up are limited in enrollment to 25 students.

Credits Allowed in Summer

The Summer Session courses are of the same quality and credit value as courses in the regular semester. Credit earned in the Summer Session is in terms of semester hours. The majority of Summer Session courses carry 3 semester hours' credit and require one term in residence. A limited number of basic courses in the sciences carry 4 s.h. credit (Chemistry, Geology, Zoology) or 5 s.h. credit (Physics). Introductory foreign language courses are given on an intensive basis. A 3 s.h. course in these introductory language courses will constitute the student's full load for half of the term. A limited number of courses in Nursing Education are given on an intensive basis.

The Normal Course Program

The normal and maximum program for one term of the Summer Session is 6 semester hours. The 4 and 5 semester hour courses in the sciences run for four and five weeks respectively and one such course constitutes a full course program. Four and 5 s.h. courses do not meet on Saturdays.

Grading

Only a student taking a course for credit will receive a grade. The grade given represents the quality of the work done in the course.

PASSED.

Undergraduate Grades

A — excellent

B — good

C — average

D — poor but passing

Graduate Grades

E — exceptional

G — good

S — satisfactory

FAILED. A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

INCOMPLETE. A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

ABSENT FROM FINAL EXAMINATION. The grade X indicates that the student was absent from the regularly scheduled examination. A student absent from examination, if the absence has been excused by the dean of the college or school in which he is enrolled or, in the case of the special or unclassified student, by the Director of the Summer Session, may receive an examination upon the payment of \$3 to the Treasurer of the University. The instructor concerned arranges for the examination in cases where absences are excused. A student with an X grade who has not obtained a passing grade before the end of the semester following that in which the X was incurred is regarded as having failed in the course concerned and must repeat the work in class in order to receive credit. If a student's absence from an examination is not excused by the dean of the college or school in which he is enrolled or, in the case of the special or unclassified student, by the Director of the Summer Session, his grade for the course concerned is recorded as F.

Dropping of Courses

If a student drops a course without permission from the dean of the school or college in which he is enrolled or, in the case of the special or unclassified student, the Director of the Summer Session, the grade for that course is recorded as F. If he drops a course with permission, the grade for that course is F unless, in the judgment of the dean or director, circumstances do not justify this penalty.

Withdrawal from the Summer Session

If a student wishes to withdraw from the Summer Session, he must notify both the dean of the school or college in which he is registered and the Director of the Summer Session.

Absences

Full credit will not be allowed any student who incurs more than four absences in a course. Days missed through late registration are counted as absences, and three tardies in a given course are counted as one absence.

Examinations

Final examinations in courses are held on the two last days of each term. Final examinations for short courses which occupy the student's complete program will be held on the last day of the course. The examination dates for 1956 are:

First term: July 16-17.

Second term: August 22-23.

Courses in science for the first term have been scheduled so that their final examination will come on July 16. The science courses which begin July 19 and run for four weeks will have their final examination on August 16. Final examination for Physics S52 will be on August 22. The University has no provision for giving examinations *in absentia*. Students absent from examinations for valid reasons are permitted a liberal extension of time to return to the University for completion of credit.

Credits for Transfer

A student desiring either graduate or undergraduate credits transferred from Duke University to his university or college as degree credit must request from the Director of the Summer Session, Duke University, a "Course Approval Form" to be completed by the student's Dean or Registrar and returned to the Director of the Summer Session, Duke University.

Professional Credits Toward Teachers' Certificates

Professional credits toward teachers' certificates are granted by the various state boards of education, each in accordance with its own carefully planned rules. Teachers in service, before enrolling for certification credit, should consult the rules laid down by their State Board of Education. If necessary, they should send to their State Board of Education a list of the courses in which they plan to enroll and inquire whether these will be acceptable for certification credit.

University Services, Publications, and Student Activities



Appointments Office

THE APPOINTMENTS OFFICE is maintained in Page Building the year around. The services of this Office are available without charge to students and teachers registered for a degree in Duke University and to school officials who may be seeking the services of new teachers. Students interested in securing employment through the Appointments Office should register with this Office.

The Bureau of Testing and Guidance

The University maintains a Bureau of Testing and Guidance which provides a centralized program of educational, vocational, and personal counseling for students. In addition, the Bureau administers special group testing programs for University schools and departments and serves as the local testing center for a wide variety of national testing programs. The Bureau also carries on programs of research in the field of measurement and counseling. Although the counseling, testing, and research services of the Bureau are designed primarily to meet the needs of the students, the faculty, and the staff of Duke University, these services are made available to individuals and organizations outside the University as its facilities permit. Requests for further information should be addressed to the Director, Bureau of Testing and Guidance, Duke Station, Durham, North Carolina.

Post-Doctoral Research

Scholars engaged in post-doctoral research find it advantageous and sometimes essential to use in summer the resources of the Duke University libraries. The University welcomes these visitors and makes available to them the living accommodations of the dormitories and the dining halls during the Summer Session, June 12 to August 23. Application for these post-doctoral research privileges must be made in advance by letter to the Director of the Summer Session, giving the applicant's present position, the specific field of his research interest, and the dates during which he desires to be in residence. Approved applicants will be accepted subject to the availability of library and of dormitory space.

The Sundial

During the Summer Session the University will publish each Saturday *The Sundial*, an official calendar announcing events—academic, social and recreational—of the following week. This calendar also includes official notices concerning academic requirements. Students are expected therefore to read *The Sundial* regularly.

Recreation and Social Activities

The Summer Session will provide a varied program of entertainment and recreation. These plans include movies, presented once weekly by Quadrangle Pictures; the traditional Sunday evening sings; weekly summer dances and open house social evenings with games for

those who do not care to dance. Tours to areas of interest can be arranged for week-ends. Both the mountains and the seashore are easily accessible. Adequate facilities are available for those interested in swimming, tennis, and other sports. State clubs organized for the summer play an active part in all social activities.

Resources of the University



THE UNIVERSITY LIBRARIES, with 1,198,497 volumes and 1,622,366 manuscripts, provide exceptional resources and facilities for study and research by undergraduate and graduate students and visiting scholars. Between 40,000 and 50,000 volumes are added annually, while seventy-one foreign and domestic newspapers and 4,000 periodicals are received currently. There is also a large collection of microfilms of rare books, newspapers, and periodicals. Study facilities are provided for 250 graduate students in the air conditioned stacks of the General Library.

All libraries of the University are open for use throughout the summer. A "Student's Guide to the General Library," and a brochure on "The Library of Duke University" which describes the building and collections in general detail are available on request addressed to the Librarian of the University.

The laboratories in the various Science Departments (Botany, Chemistry, Physics, Psychology, and Zoology) are designed for both teaching and research. Ideal locations for special work in some of the sciences are available at Duke University Marine Laboratory at Beaufort, North Carolina; at Highlands Biological Laboratory at Highlands, North Carolina; in the Duke Forest at Durham, North Carolina; and in the Sarah P. Duke Gardens on the West Campus of Duke University.

The Chapel, home of Duke University Church, interdenominational, is open all summer. The church encourages the cultivation of the spiritual and moral life of students through participation in the service of worship which is held each Sunday morning at eleven o'clock. The pulpit is occupied by a regular University Preacher, or a special visiting preacher. Choral music for these services is provided by a volunteer student choir.

Organ recitals are presented periodically by the University Organist, and Carillon recitals twice a week, on Sunday afternoon and Thursday evening, by the University Carillonneur.

Special Conferences and Courses



CONFERENCE ON ELEMENTARY EDUCATION: June 14-15, 1956. This conference is the second of a series of conferences dealing with various areas of learning in the elementary school. The area of learning to be considered in this conference will be science.

The general theme of the program will be "The Teaching of Basic Concepts in Science in the Elementary School." Demonstrations and group discussions at different grade levels will be provided in the schedule of events for the two days.

Dr. Glenn O. Blough, University of Maryland, will be the chief consultant for the Conference. He is nationally recognized in the field of the teaching of science in the elementary school.

For further information write to the Director of the Summer Session, Duke University, Durham, North Carolina.

SCHOOL LAW CONFERENCE: June 26-27. The Third Summer Session School Law Conference will be held on the Duke Campus on June 26-27. Legal principles as applied to educational administration and legal problems confronting school administrators will constitute a major portion of the program for the two days. Prominent authorities in the fields of law, school law, and school administration will be active participants in the Conference.

Public general sessions and discussion group meetings open to members of the Conference will be provided in the schedule of events.

For further information write the Director of the Summer Session, Duke University, Durham, North Carolina.

CONFERENCE OF THE NORTH CAROLINA ENGLISH TEACHERS ASSOCIATION: The annual luncheon of the fourteenth English Institute of the North Carolina English Teachers Association and the afternoon meeting that follows will be held at Duke University on August 3.

Other meetings of the Institute will be held at Chapel Hill, North Carolina.

Full details of the program will be announced at the spring meeting of the Association in Asheville, North Carolina. For further information write Professor F. E. Bowman, Department of English, Duke University, or the Executive Secretary, Professor Earl H. Hartsell, Box 1050, Chapel Hill, North Carolina.

SPECIAL FEATURES OF THE PROGRAM IN ROMANCE LANGUAGES: The Department of Romance Languages will offer course programs in French and in Spanish stressing: 1) the basic elementary work and 2) the special needs of high school teachers.

Duke University's new language audio laboratory under the direction of a full time instructor will be available to students in both language programs. Courses in French, such as Phonetics, and in Spanish, such as Linguistics for Teachers, will make extensive use of the laboratory process.

For students enrolled in the Spanish program special dining tables will be organized on a voluntary basis. Following the evening meal there will be regular gatherings for singing, conversation, games and lectures under the direction of members of the Spanish faculty and staff. Students enrolled only in non-language courses but who have a basic proficiency in Spanish may apply for permission to take part in these activities.

THE SCHOOL FOR APPROVED SUPPLY PASTORS: The eighth session of the Duke Divinity School's short term school for supply pastors and traveling preachers taking the Conference Course of Study will meet July 17 to August 10, 1956.

The new curriculum as outlined in the 1952 Discipline of the Methodist Church will be followed.

The courses offered will give credit in each of the four years' work. No more than seven books may be taken by the student. All texts must be read, using the Handbook as a guide, before coming to the school.

Classes begin with the first morning period July 18 and close at 1:00 p.m. August 10. In addition, there will be a series of workshops and illustrated lectures in the fields of interest.

A number of scholarships are available for those who need aid in attending the school. Students desiring such aid must pre-register and receive a scholarship allotment before coming to the sessions of the school.

For a schedule of courses, registration blanks, scholarship information, and other data, write Dr. McMurry S. Richey, Box 4673, Duke Station, Durham, North Carolina.

HIGHLANDS BIOLOGICAL STATION: Duke University holds a subscribing instructional membership in the Highlands Biological Station at Highlands, North Carolina, on the southern edge of the Blue Ridge Mountains at an elevation of 4,118 feet. The situation and the region offer an excellent opportunity for field studies and limited laboratory work. A limited number of qualified students in Botany and Zoology may make arrangements to carry out research at this station.

LABORATORY CONFERENCE FOR TEACHERS OF SCIENCE AND MATHEMATICS: During the Summer Session of 1956, Duke University with the cooperation of the North Carolina Department of Public Instruction will hold on the Duke Campus the fourth Laboratory Conference for Teachers of Science and Mathematics. This conference will be held July 16-20, inclusive.

The basic purposes of the Laboratory Conference are to present practical and useful methods or experiments that may be used in the classroom. Training in the laboratory techniques will be emphasized and practiced by the participants.

The program of the Conference will represent an integrated course planned and conducted by the Departments of Botany, Chemistry, Mathematics, Physics, and Zoology. Morning and afternoon periods will be devoted to laboratory or lecture sessions. In the laboratory sessions, the members of the conference will set up and carry out selected exercises designed especially as aids in the teaching of science and mathematics.

Membership in the Conference will be limited. While no tuition will be charged, there will be a registration fee of \$10.00. For full details, please address requests to the Director of the Summer Session, Duke University, Durham, North Carolina.

MEDICAL MYCOLOGY: A month's course in Medical Mycology, under the direction of Dr. Norman F. Conant, is to be offered at Duke University School of Medicine and Duke Hospital, July 2 to July 28, 1956. The course will be offered every day in the week, except Sunday, and has been designed to insure a working knowledge of the human pathogenic fungi within the time allotted.

Emphasis will be placed on the practical aspects of the laboratory as an aid in helping establish a diagnosis of fungus infection. Insofar as possible and as patients become available, methods of collecting materials in the clinic for study and culture will be stressed. Work with patients, clinical material, cultures and laboratory animals will serve as a basis for this course. Also, an opportunity to study pathologic material, gross and microscopic, will be given those whose previous training would allow them to obtain the greatest benefit from a study of such material.

The enrollment for the course will be limited and the applications will be considered in the order in which they are received. An attempt will be made, however, to select students on the basis of their previous training and their stated need for this type of work.

A fee of \$50.00 will be charged for this course, upon the completion of which a suitable certificate will be awarded. Please direct inquiries to Dr. Norman F. Conant, Professor of Mycology, Duke University School of Medicine, Durham, North Carolina.

Graduate Study in the Summer Session



A STUDENT who holds a bachelor's degree and who desires to take graduate courses for professional or other reasons but not for the purpose of earning an advanced degree should apply to the Director of the Summer Session for admission as a special or unclassified student. Credit earned while the student is so enrolled does not count as credit toward an advanced degree.

A student who wishes to work for an advanced degree must apply for admission to the Graduate School of Arts and Sciences. Upon securing admission the student must then register during the official registration period with *both* the Summer Session and the Graduate School of Arts and Sciences.

In order that application to the Graduate School for summer work be given due consideration, the student should submit all required documents to the Dean of the Graduate School by the date of June 1 preceding the first term, and by the date of July 10 preceding the second term of the Summer Session. It is difficult to process properly applications received after these dates. Applicants for admission to the Graduate School will be notified as soon as practicable of the action taken on their application.

Admission to the Graduate School

Admission may be granted to a student who has received an A.B. or B.S. degree from an accredited institution after a four-year course of study. The undergraduate records should be well-rounded and of such quality as to give positive evidence of capacity for success in graduate study. Before admission can be granted, the student must submit for appraisal the following documents: (a) an official transcript of all his college or graduate work, to be forwarded directly from the registrar of his college to the Dean of the Graduate School of Duke University; (b) three letters of recommendation from persons best qualified to appraise the student. In the departments of Economics and Psychology, scores on all three phases of the Graduate Record Examination are required before full admission can be granted. If possible, the student should take both parts of this examination in

advance of his intended registration. Arrangements can usually be made through officials at the student's college, or by correspondence with the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Should a student be unable to take the examination before the final admission date, he may—if his other documents are acceptable—be granted “provisional” admission until he takes the examination, which he must arrange to take at the first time it is offered, after his “provisional” admission. Students admitted to the Graduate School will be so notified by the Director of Admissions.

Registration of Graduate Students

Students who have been admitted to the Graduate School should present themselves for registration at the official registration period, June 12 for the first term, and July 19 for the second term. They are required to register with both the Summer Session and the Graduate School. No credit earned may be counted toward a degree unless the student is so registered.

Course Work Leading to Degree

Graduate students who wish to work toward an advanced degree in the Summer Session, particularly in Chemistry, Economics, Education, English, History, Mathematics, Religion, Sociology, Spanish, and Zoology, will find a selection of courses offered by members of the Duke faculty and by visiting professors. Other departments ordinarily offering sequences of work leading to the Master of Arts degree in a series of summer terms are Botany, Political Science, and Psychology.

The Ph.D. and Ed.D. Degrees

STUDY FOR THE PH.D. DEGREE: Students who are interested in working toward a Ph.D. degree should note in detail the requirements as outlined in the *Bulletin* of the Duke University Graduate School of Arts and Sciences. Of the three years required as minimum residence, not more than one year can be earned in Summer Sessions. Full-time enrollment for one term of the Summer Session is counted as one-fifth of an academic year.

STUDY FOR THE ED.D. DEGREE: Students who are interested in working toward an Ed.D. degree should consult the detailed statement in the *Bulletin* of the Graduate School of Arts and Sciences. Requests for specific information regarding residence and programs for the Ed.D. degree should be sent to the Director of Graduate Studies, Department of Education.

Requirements for the Master of Arts Degree

LANGUAGE REQUIREMENTS: The candidate for the A.M. degree must have a reading knowledge of at least one foreign language. (The several departments reserve the right to specify which foreign languages are acceptable.) The language requirement may be satisfied in either of two ways: (1) by successfully passing an examination, officially conducted by the appropriate foreign language department at Duke University, or (2) by a transcript showing the completion of the third college year of one language, or the second college year of each of two acceptable foreign languages.

If the student must take the examination to satisfy this requirement, he may request—should he feel well qualified—the language examination required of candidates for the Ph.D. degree. By passing this examination, he may satisfy the requirements for both degrees at one time.

MAJOR AND MINOR SUBJECTS: As a prerequisite to graduate study in his major subject, the student must have completed a *minimum* of 12 semester hours of approved college courses in that subject, and 12 additional semester hours in that subject or in related work. Since some departments have specific requirements for undergraduate preparation the student should read carefully the special requirements listed by his major department, which are included as headnotes to the course offerings in the *Bulletin* of the Graduate School.

To complete the course requirements for the A.M. degree, the student must take 24 semester hours of graduate courses, of which at least 12 must be in the major subject. Of the remaining 12, he must take 6 hours of course work in a minor subject, leaving 6 hours of course work to be taken in either the major or minor field, or in another field approved by the major department and the Dean of the Graduate School. In addition to the course work, the student must present a thesis which carries a credit of 6 semester hours. Thus, the total credit required for the A.M. degree amounts to 30 semester hours.

TRANSFER OF CREDITS: Under certain circumstances a maximum credit of 6 semester hours may be allowed for graduate courses completed elsewhere. Approval for the transfer of credits will not be given until the student has spent one semester in residence. The acceptance of credit up to this amount will not reduce the minimum period of full-time registered residence at Duke University. In no case will credit be allowed for extension or correspondence courses.

With the approval both of the student's major department and the Dean of the Graduate School, a student who is granted such transfer credit may be permitted to register for as much as 12 semester hours of thesis research instead of the usual 6 semester hours. Or he may

be permitted to fill out his schedule with as much as 6 semester hours of further undergraduate training or 6 semester hours of required language courses on the undergraduate level.

CANDIDACY FOR THE MASTER OF ARTS DEGREE: To be considered as a candidate for a Master's degree (A.M., M.Ed., M.A.T.) the graduate student must (1) have made passing grades in all courses taken during the first period of residence (If he registers for fewer than 12 semester hours of graduate courses during his first period of residence, he must make passing grades on the initial 12 hours of graduate courses), (2) have made a grade of "G" or "E" on at least 3 semester hours of this work, and (3) have received the approval of the major department (or in the case of the M.A.T., of the supervisory committee).

If he does not fulfill these conditions on the initial semester hours, but does better work, signified by a substantial number of "G's" or "E's" in a subsequent term, he may be granted permission then to re-apply for candidacy.

TIME LIMITS FOR COMPLETION OF THE MASTER OF ARTS DEGREE: The candidate for the A.M. degree must complete all requirements within a period of six calendar years from the date of his initial registration. Credits earned over a longer period of time cannot be credited toward a degree.

THE THESIS FOR THE MASTER OF ARTS DEGREE: The thesis for the A.M. degree should demonstrate the student's ability to collect, arrange, interpret or report pertinent material on his special research problem. Although a publishable document is not required, the thesis must be written in a literate style, and should exhibit the student's competence in scholarly methods and procedures.

REGULATIONS AND PROCEDURES: On or before June 26 or August 1 (see calendar) of the summer in which it is expected the degree will be conferred, the student must file the final title of the thesis with the Dean of the Graduate School. Official blanks are provided for this purpose.

Four bound, typewritten copies of the thesis must be submitted, in approved form, to the Dean of the Graduate School at least one week before the date of the thesis examination. The copies will then be distributed to the several members of the examining committee.

THE EXAMINING COMMITTEE AND THE EXAMINATION: After consultation with the professor who has directed the thesis, the Dean of the Graduate School appoints an examining committee composed of the director of the thesis and two other members of the Graduate Faculty. The candidate appears before this committee for an examination, which lasts for about one and one-half

hours. The subject matter covered in the examination is usually restricted to the thesis and to major field.

If the candidate passes his examination, the examining committee certifies to this fact by signing the title page of the thesis. The candidate then returns the original and one carbon copy of the thesis to the Dean of the Graduate School for deposit in the University Library.

Requirements for the Master of Education Degree

PREREQUISITES: The degree of Master of Education is granted ordinarily only to teachers or to others engaged in educational work.

Before a student is admitted to graduate study for this degree, he should have completed, on the undergraduate level, a minimum of 18 semester hours of approved work in Education, including courses in Educational Psychology, and courses in the History of Education, Educational Sociology, or School Administration.

Early in the program of his work, the student must pass two examinations: (1) a test of general ability, and (2) a test designed to determine his ability to write acceptable English. The student, before the degree is conferred, must also present evidence testifying to at least two years of teaching experience, gained either before his admission to course work, or concurrently with it.

REQUIREMENTS FOR THE DEGREE: The M.Ed. degree may be earned either with or without the presentation of a thesis.

WITHOUT THESIS: Students who elect this plan must present a total of 30 semester hours. Twelve hours of this required work must include the *four* basic courses: Education 204, 210, 217, and 235. If a student, by examination, can demonstrate his competency in the subject matter of two of these courses, he may be granted exemption from the required work in these courses. In no case may he claim exemption from more than two.

Other requirements are: a departmental major (i.e., in Nursing Education, Elementary Education, Public School Administration, Public School Supervision, or Secondary Education) of at least 12 semester hours, and a minor of at least 6 semester hours in a department other than Education. Toward the end of his residence the student must pass a comprehensive examination on his departmental major and on the content of the four basic courses. Permission to take such examinations must be obtained from the Director of Graduate Studies of the Department of Education, and a notice of intention must be filed with him at least three weeks before the announced dates of the examinations.

WITH THESIS: Students who elect this plan are permitted to substitute a thesis for 6 semester hours of the required course work.

The student must present a thesis subject approved by the professor who is to direct it, by the Director of Graduate Studies in Education, and by one other member of the staff of the Department of Education. Two of the three members of the approving committee must be permanent members of the Duke University Graduate Faculty. The title of the thesis must be filed with the Dean of the Graduate School at the same time as the titles for the A.M. theses (see p. 34).

In addition to the thesis, the student must present 24 semester hours of course credit. Of the 24 hours, 18 must be taken in the student's major department, and 6 hours of the 18 must be earned in two of the four basic courses which follow: Education 204, 210, 217, or 235. The minor requirement is satisfied by 6 semester hours of course work taken outside of the Department of Education.

The regulations regarding submission of typed copies of the thesis and the thesis examination are the same as those for the A.M. degree (see p. 34).

CANDIDACY FOR THE MASTER OF EDUCATION DEGREE: The requirements are the same as those stated on page 34 (Candidacy for the Master of Arts Degree).

TIME LIMITS FOR COMPLETION OF THE MASTER OF EDUCATION DEGREE: The candidate for the M.Ed degree must complete all requirements within a period of six calendar years from the date of his initial registration. Credits earned over a longer period of time cannot be credited toward a degree.

Requirements for the Master of Arts in Teaching Degree

PREREQUISITES: The degree of Master of Arts in Teaching is designed for both teachers in service and recent graduates of Liberal Arts colleges who wish to enter public school teaching.

A student should normally have completed a minimum of 12 semester hours in his proposed major subject and an additional 12 semester hours in the major or related subjects. In the event that a student wishes to undertake a graduate major different from the undergraduate major, the prerequisites are possible of modification upon the recommendation of the student's committee and the approval of the Dean of the Graduate School.

PROGRAMS FOR THE DEGREE: One of two programs may be arranged, in consultation with the student's committee: (1) A major in Education of 18 to 24 semester hours and 6 to 12 semester hours in non-education courses. (2) A major in non-education courses of 18 to 24 semester hours and 6 to 12 semester hours in Education. In both programs a minimum of 30 semester hours is required, except when Edu-

cation 215 and 216 are taken, in which case a minimum of 36 semester hours is required.

The non-education courses are to be taken in one or more subjects ordinarily taught in the secondary schools. The amount and distribution of this work will be determined by the needs of the individual student.

The Master of Arts in Teaching may be earned with or without the presentation of a thesis. If a student, in consultation with his committee, elects to present a thesis, 6 semester hours of the total of 30 semester hours required will be allotted to thesis research. He will then be required to complete 24 semester hours of course credits. The regulations concerning the writing and submission of the thesis, and the examination of it, are the same as those governing the thesis for other masters' degrees offered in the Graduate School.

NEW PROGRAM FOR MASTER OF ARTS IN TEACHING WITH INTERNSHIP: Beginning in the summer of 1956, a limited number of selected graduates of liberal arts colleges who desire to prepare for high school teaching will be admitted to a special internship program at Duke University. The program combines graduate study in professional education and liberal arts with a half-year of full-time, paid teaching experience. Successful completion of the program will qualify a candidate for the degree of Master of Arts in Teaching.

Candidates will normally begin the program at the opening of the first summer session of 1956 and complete it in June, 1957. A few persons will be allowed to begin the program in the fall of 1956 and complete it in August, 1957. Candidates will spend the summer and one of the semesters of the succeeding school year in residence at the University. During the other semester they will be employed as regular teachers in a cooperating public school system. During this semester they will receive full salary and will work under the joint supervision of the public school and the University. The program will meet training qualifications for the advanced, or graduate, teacher's certificate in most states.

The salary for the semester of teaching will, in effect, constitute a substantial award to candidates selected for the program. Applicants will be considered, as are candidates for other awards, on a competitive basis. The best qualified applicants will be chosen on the basis of undergraduate record, recommendations, and evidence of interest in becoming high school teachers. It is desirable, but not required, that applicants arrange to be interviewed in connection with their applications for the program. Application forms, etc., may be secured by addressing a request to the Dean of the Graduate School, Duke University, Durham, North Carolina. Completed forms, together with all

supporting documents, must be returned to the Dean of the Graduate School not later than March 1, 1956. Details concerning the program can be obtained by writing the Chairman, Department of Education, Duke University.

THE COMMITTEE: Each candidate for the degree will be assigned a committee, appointed by the Dean of the Graduate School, to plan his program of study.

This committee will consist of three members, at least one of whom will be from the Department of Education, and at least one from another department. The chairman of the committee will normally be chosen from the department of the major.

School of Nursing



BOTH the Diploma and Degree programs of the School of Nursing include courses in the Summer Session. Persons desiring credit for courses in either of these programs must be regularly enrolled in the School of Nursing. Students who have been admitted with Advanced Standing to the School of Nursing and who may wish to make up deficiencies in the Summer Session must have courses approved by the School of Nursing. Information about required courses is published in the regular *Bulletin* of the School of Nursing. For further information write to the Dean of the School of Nursing, Hanes House, Duke University, Durham, North Carolina.

Divinity School Studies



BACHELOR OF DIVINITY AND MASTER OF RELIGIOUS EDUCATION: The degrees of Bachelor of Divinity and Master of Religious Education are administered by the faculty of the Divinity School. A limited number of courses carrying credits toward these degrees is listed in this *Bulletin* under the heading of Religion. Persons desiring credit toward either of these degrees must be regularly admitted to the Divinity School, and all courses listed for Divinity School credit must be registered and approved in the office of the Divinity School. This school publishes its own Summer Session *Bulletin*, a copy of which may be secured by addressing The Office of the Dean, The Divinity School, Duke Station, Durham, North Carolina.

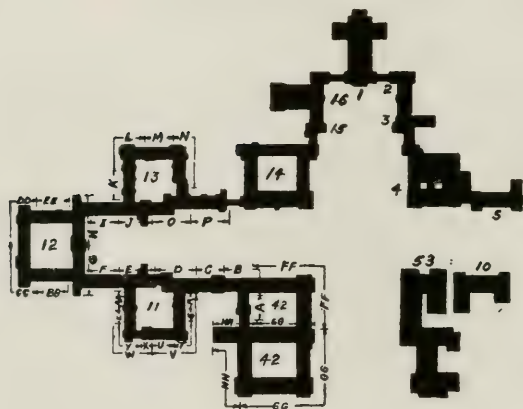
Undergraduate Study



UNDERGRADUATES in Duke University who desire to accelerate their programs may complete the work for a degree in three years by attending two and one-half summer sessions. By attending both terms of the Summer Session it is possible for a student to earn as many as twelve semester hours of credit. Instruction of interest to undergraduates will be offered in the summer of 1956 in most of the departments and colleges.

Undergraduates from other colleges and universities may enroll for summer instruction at Duke and transfer their earned credits to their own institutions.

WEST CAMPUS DUKE UNIVERSITY



WEST CAMPUS BUILDINGS

1. Chapel
2. Gray
3. Divinity
4. Library
5. Law School
6. Chemistry
7. Medical School
8. Hospital
9. Biology
10. Social Science
11. Craven
12. Crowell
13. Kilgo
14. Union
15. Flowers
16. Page Auditorium
18. Baker House
42. Few
47. Engineering
49. Physics
53. Allen

Courses of Instruction



Minimum Enrollment Required for Courses

ALL courses are offered subject to minimum enrollments. The University reserves the right to withdraw undergraduate courses in which fewer than twelve students enroll, senior-graduate courses numbered 200-299 in which fewer than ten students enroll, and graduate courses and seminars numbered 300 or above in which fewer than six students enroll. In withdrawing a course, the University attempts to avoid undue hardships on students. Sometimes, therefore, courses are offered in spite of small enrollments. Courses not listed will be given when a demand develops and an instructor is available.

Department Officers and Regulations

Departments offering Summer Session programs are listed alphabetically. Under each department is given the name of the chairman and the name of the director of graduate studies. Where departments have set up special regulations for admission to candidacy for the Master's degree, these are included.

Key to Room Assignments for Classes

The description of each course indicates the building and room in which the course is scheduled and the hour at which it will be given. For example: Economics S51 is scheduled as 53.229. This means Building 53 Room 229. The key to building numbers is given in the chart.

BOTANY

PROFESSOR HENRY J. OOSTING, CHAIRMAN—121 SCIENCE BUILDING (EAST CAMPUS);

PROFESSOR PAUL J. KRAMER, DIRECTOR OF GRADUATE STUDIES—

04 BIOLOGY BUILDING (WEST CAMPUS)

For admission to candidacy for the Master's degree in Botany, students must have completed a minimum of eighteen semester hours of biological science, including six semester hours of botany in courses numbered above 100. Students who have not yet had the minimum eighteen hours, however, may enter higher courses by permission of the instructor, if he is convinced that they can carry the work for undergraduate credit and may count such work toward the eighteen hours necessary for candidacy.

FIRST TERM

S225. SPECIAL PROBLEMS.—Hours to be arranged.

STAFF

S359. RESEARCH.—Hours to be arranged.

STAFF

FIRST TERM (Marine Laboratory, Beaufort, North Carolina)

S211. MARINE ALGAE.—Structures and life histories of algae with emphasis upon marine forms, the principles underlying their classification, their ecology, and economic importance. Collecting, identifications and preservation for the herbarium and morphological study. 6 s.h.

MR. BLOMQUIST

S359. RESEARCH.—Hours to be arranged.

MR. BLOMQUIST

SECOND TERM

S225. SPECIAL PROBLEMS.—Hours to be arranged.

STAFF

S359. RESEARCH.—Hours to be arranged.

STAFF

CHEMISTRY

PROFESSOR J. H. SAYLOR, CHAIRMAN—115 CHEMISTRY BUILDING (WEST CAMPUS);

PROFESSOR CHARLES K. BRADSHER, DIRECTOR OF GRADUATE STUDIES—
124 CHEMISTRY BUILDING (WEST CAMPUS)

All classes in Chemistry, Term I, will begin on June 19 and continue through July 16. All classes in Chemistry, Term II, will begin on July 20 and continue through August 16. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *General Registration* on Page 19 of this *Bulletin*.

FIRST TERM

S1. GENERAL INORGANIC CHEMISTRY.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. Recitation daily, 8:00-9:00, 6.112; laboratory daily, 9:00-12:00, 6.108; lecture daily, 12:00-1:00, 6.116. 4 s.h.

MR. WILDER

S61. FUNDAMENTALS OF ANALYTICAL CHEMISTRY.—A study of the relations of electrolytes in solution and of chemical equilibrium illustrated by laboratory experiments involving the techniques of gravimetric, volumetric, and colorimetric analysis. Prerequisites: Chemistry 1-2 and Mathematics 6 or equivalent. Lecture or recitation daily, 8:30-10:00, 6.122; laboratory daily, 11:00-12:30 and 2:00-5:00, 6.208. 4 s.h.

MR. SAYLOR

S151. ORGANIC CHEMISTRY.—An introduction to the study of carbon compounds. Compounds of the aliphatic series form the basis of lectures, discussions and laboratory experiments. Prerequisite: Chemistry S61. Recitation daily, 8:00-9:00, 6.01; laboratory daily, 9:00-12:00, 6.301; lecture daily, 12:00-1:00, 6.01. 4 s.h.

MR. BRADSHER

S275. THESIS RESEARCH.—Research in the fields of physical, analytical, inorganic, or organic chemistry. Open to those students whose research programs for the A.M. and Ph.D. degrees have been approved by the department and by one of the instructors in charge of the course. Schedule to be arranged. (Not more than one semester hour of credit per week for full-time schedule or one semester hour each two weeks for half-time schedule.) 2 to 8 s.h. Available Term I and II.

STAFF

SECOND TERM

S2. GENERAL INORGANIC CHEMISTRY.—A continuation of S1. Prerequisite: Chemistry S1. Recitation daily, 8:00-9:00, 6.112; laboratory daily, 9:00-12:00, 6.108; lecture daily, 12:00-1:00, 6.116. 4 s.h.

MR. CLEVER

S152. ORGANIC CHEMISTRY.—A study of compounds of the aromatic series and of carbohydrates and proteins. Prerequisite: Chemistry S151. Recitation daily, 8:00-9:00, 6.01; laboratory daily, 9:00-12:00, 6.301; lecture daily, 12:00-1:00, 6.01. 4 s.h.

MISS BROWN

ECONOMICS

PROFESSOR CALVIN B. HOOVER, CHAIRMAN; PROFESSOR FRANK T. DEVYVER, EXECUTIVE OFFICER OF THE DEPARTMENT—203H SOCIAL SCIENCE BUILDING (WEST CAMPUS);
PROFESSOR CHARLES E. LONDON, ACTING DIRECTOR OF GRADUATE STUDIES
203C SOCIAL SCIENCE BUILDING (WEST CAMPUS)

FIRST TERM

S51. PRINCIPLES OF ECONOMICS.—A short course in the essential principles of economic science. (This course will not count as a part of the minimum economics requirements for graduation until the equivalent of S52 has been completed. Credit for Ec. S51 will not be given until Ec. 52 has been completed.) 11:00-12:20. 53.229. 3 s.h. MR. LONDON

S57. PRINCIPLES OF ACCOUNTING.—Elementary principles of single proprietorship, partnership, and corporation accounting. June 12-June 29. 7:40-12:20. 10.212. 3 s.h. MR. DICKENS

S58. PRINCIPLES OF ACCOUNTING.—A continuation of Economics S57. July 2-July 17. 7:40-12:20. 10.212. 3 s.h. MR. DICKENS

S138. BUSINESS STATISTICS.—A survey of the principal statistical methods and their application to economics and business administration. The course deals with collection of statistical data, construction of statistical tables and charts, and a brief study of the fundamental statistical concepts and techniques. 7:40-9:00. 10.201. 3 s.h. MR. SAVILLE

S153. MONEY, CREDIT AND BANKING.—This course begins with a study of the nature, characteristics, and functions of money, credit, and the commercial banking system. It covers also the history of commercial banking in the United States; the foundation, organization, and functions of the Federal Reserve System; the supervision and control of commercial banks; deposit insurance; and the value of money. 11:00-12:20. 10.201. 3 s.h. MR. SAVILLE

S171. ADVANCED ACCOUNTING.—Advanced accounting theory and practice applied to the managerial problems of valuation and operation in corporations, consolidations, mergers, and liquidations. Open to students who have completed Accounting 57-58. June 12-June 29. 7:40-12:20. 10.214. 3 s.h. MR. BELL

S172. ADVANCED ACCOUNTING.—A continuation of Economics S171. July 2-July 17. 7:40-12:20. 10.214. 3 s.h. MR. BELL

S265. INTERNATIONAL TRADE AND FINANCE.—A study of the fundamental principles of international trade and foreign exchange. Subjects covered will include international specialization, balance of payments, foreign investments, tariffs and commercial policies, exchange control, exchange rates, and international monetary problems. 9:20-10:40. 53.326. 3 s.h. MR. HUMPHREY

S318X. THESIS SEMINAR.—Hours to be arranged. MR. LONDON

SECOND TERM

S52. PRINCIPLES OF ECONOMICS.—A continuation of Economics S51, emphasis on economic problems. 11:00-12:20. 53.225. 3 s.h. MR. MCKENZIE

S143. CORPORATION FINANCE.—Principles and problems in the financial organization of corporations; the study of corporate securities, the management of capital, the distribution of earnings; industrial combinations; insolvency and reorganization. (Though not a prerequisite, Economics 57-58, Principles of Accounting, or Economics 60, General Accounting, are recommended to students electing this course.) 7:40-9:00. 53.229. 3 s.h. MR. JOERG

S155. LABOR PROBLEMS.—An examination of present-day labor problems followed by an intensive study of methods used by employers and workers in meeting those problems. 9:20-10:40. 53.221. 3 s.h. MR. CARTTER

S181. BUSINESS LAW.—The fundamental principles of law as applied to routine business transactions. The topics presented are: contracts, negotiable instruments, forms of business organizations. 9:20-10:40. 53.314. 3 s.h. Mr. JOERG

S257. DYNAMICS OF THE LABOR MOVEMENT.—A study of the forces which have shaped the growth of the labor movement. Special emphasis on the origin of modern trade unionism, relating its growth with Western philosophic developments, and with the changing economic and social structure of society in Europe and America. 7:40-9:00. 53.221. 3 s.h. Mr. CARTTER

S318X. THESIS SEMINAR.—Hours to be arranged.

Mr. CARTTER

EDUCATION

PROFESSOR WILLIAM H. CARTWRIGHT, CHAIRMAN—1C WEST DUKE BUILDING (EAST CAMPUS);

PROFESSOR EDWARD C. BOLMEIER, DIRECTOR OF GRADUATE STUDIES—

1C WEST DUKE BUILDING (EAST CAMPUS)

For admission to candidacy for the Master of Arts (A.M.) degree with major in Education, or for the Master of Education (M.Ed.) degree, students must, in addition to meeting the general requirements for admission to the Graduate School, meet the following specific requirements: Credit for (1) eighteen semester hours of acceptable prior work in Education and (2) twelve semester hours of acceptable prior work in a minor field. If Psychology, Sociology, Economics, or Political Science is chosen for the minor, six semester hours of work completed after entering the Junior year in college will be accepted.

The degree of Master of Arts is available in the divisions of Public School Administration, Public School Supervision, Secondary Education, Elementary Education and Educational Psychology. Every candidate for the Master of Arts degree in the Department should elect at least twelve semester hours in one of these divisions in which he plans to write his thesis and the remainder of his work, including the six semester hours in his minor, with the approval of the proper division adviser. The degree of Master of Education is available in the divisions of Public School Administration, Public School Supervision, Secondary Education, and Elementary Education. Dr. Bolmeier and Dr. Stumpf are advisers to students in School Administration and in Supervision; Dr. Carr, Dr. Petty, and Dr. Rudisill are advisers in Elementary Education; Dr. Bolmeier, Dr. Cartwright and Professor Childs are advisers in Secondary Education; and Dr. Weitz is adviser in Educational Psychology. Candidates for the Master of Arts, Master of Education, or Master of Arts in Teaching degree should read with special care the regulations of the Graduate School as set forth on pages 31-38. Candidates for the Master of Arts in the field of guidance should consult the special brochure on guidance available from the Dean of the Graduate School.

SHORT-TERM COURSES

(The following three courses will be offered in succession during periods indicated. Each will carry three semester hours of credit and will normally constitute a full load of work. See page 19 for information concerning how to register for courses meeting other than for regular term.)

S231. PROBLEMS OF THE JUNIOR HIGH SCHOOL.—The purposes and function of the Junior High School with emphasis on the program and curriculum to effectuate these, consideration of its organization and administration. June 13-June 29. 9:20-10:40 and 11:00-12:20. 53.326. 3 s.h. Mr. AUSTIN

S233. THE ADMINISTRATION OF THE SECONDARY-SCHOOL CURRICULUM.—The relationship of the administration to curriculum development. Issues and trends in the secondary-school program. Lectures, discussion, reading, reports and papers. Members of the class will be encouraged to work on problems of particular interest to their own school system. July 2-July 18. 9:20-10:40 and 11:00-12:20. 53.326. 3 s.h. Mr. CARTWRIGHT

S225. THE TEACHING OF HISTORY AND THE SOCIAL STUDIES.—Evaluation of the objectives, content, materials, and methods in the teaching of history and the social studies. July 20-August 7. 9:20-10:40 and 11:00-12:20. 53.229. 3 s.h.
Mr. CARTWRIGHT

FIRST TERM

S88. EDUCATIONAL PSYCHOLOGY: LEARNING AND MEASUREMENT.—This course and Education 118 constitute a general introduction to the field of Educational Psychology. This course deals with (1) the psychology of learning, including: the nature of the learning process, general principles or laws of learning, the course of learning and forgetting, factors influencing efficiency in learning and retention and the transfer of training; and (2) measurement, including: the basic concepts in the measurement of intelligence, standardized achievement tests, the extent and significance of individual differences in ability and performance. Opportunity will be afforded for examination and study of a variety of tests of intelligence and achievement.

S88.1. 7:40-9:00. 53.233. 3 s.h.

Mr. COLVER

S88.2. 9:20-10:40. 53.229. 3 s.h.

Mr. WEITZ

S201. TEACHING AND SUPERVISION OF ARITHMETIC.—This course gives special attention to the number system, the fundamental operations (with whole numbers, fractions, and decimals), percentage and measurements. The course will consider the meaning theory, methods of teaching, problem solving, evaluation, practice and drill, and selection and gradation of arithmetical contents. The course is designed for teachers and supervisors in the elementary school. 7:40-9:00. 53.125. 3 s.h.
Mr. PETTY

S203. PRINCIPLES OF SCHOOL ADMINISTRATION.—The fundamental facts and procedures of school administration, an analysis of the problems and policies of the organization and direction of a local school system, and the functions of the various school officials. Prerequisites: Education 103 and 88, or six semester hours of equivalent work in education. 9:20-10:40. 53.327. 3 s.h.
Mr. STUMPF

S210. INTRODUCTION TO EDUCATIONAL RESEARCH.—The general purpose of this course is to give the student an overview of research, acquaint him with the nature of research processes, and develop within him an appreciation of the essential characteristics of good research. This is one of the courses required for the Master of Education degree without thesis. Open to graduate students only. 11:00-12:20. 53.316. 3 s.h.
Mr. STUMPF

S211. THE PROBLEM CHILD (also Psychology S211).—Study of problem behavior and adjustment in children with emphasis on the causes and treatment of conduct and neurotic disorders of the maladjusted child. Particular attention will be paid to mental hygiene principles in the handling of problem children in school and home. 11:00-12:20. 53.125. 3 s.h.
Mr. BORSTELMANN

(See also Psychology S232, PERSONALITY AND PHYSICAL HANDICAP, p. 56.)

S217. THE PSYCHOLOGICAL PRINCIPLES OF EDUCATION.—An advanced study of teaching, learning, and the learner. Selected problems guiding the reading of students will be discussed in class. This is one of the courses required for the Master of Education degree without thesis. Open to graduate students only. 9:20-10:40. 53.314. 3 s.h.
Mr. WEITZ

S228. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES.—An advanced treatment of curriculum, methods, and materials in the social studies. Individuals will concentrate on subjects and grade levels of their choice. 1:40-3:00. 53.312. 3 s.h.
Mr. McLENDON

S232. SUPERVISION OF INSTRUCTION.—A survey of supervision as a means of improving instruction and adapting the curriculum to the learner and to community needs. 11:00-12:20. 53.307. 3 s.h.
Mr. McLENDON

S241. PRINCIPLES OF GUIDANCE.—An historical survey of the philosophies of guidance; a study of the interrelationships between instruction, administration, and guidance in education. Prerequisites: 6 hours of psychology or educational psychology. 11:00-12:20. 53.234. 3 s.h. **MR. COLVER**

S266. SCIENCE IN THE ELEMENTARY SCHOOL.—Presentation of basic concepts in natural and physical science through selected readings, the use of simple experiments and demonstrations, construction and use of equipment, and field studies. 7:40-9:00. 53.328. 3 s.h. **MR. JOHNSON**

SECOND TERM

S118. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGICAL DEVELOPMENT.—This course traces the psychological development of the individual from infancy to maturity. The principal topics considered are: the interdependence of hereditary and environmental factors in development, the nature of the developmental process, the establishment of the early basic patterns of behavior, changes and conditions producing these changes throughout childhood and adolescence to maturity, and the origin and treatment of minor behavior disorders. Not open to students who have had Psychology 121 or 126. Prerequisite: three semester hours in psychology or educational psychology. 7:40-9:00. 53.125. 3 s.h. **MR. GEHMAN**

S204. THE SCHOOL AS AN INSTITUTION.—The place of the school in society, its history and philosophy. Selected problems guiding the reading of students will be discussed in class. This is one of the courses required for the Master of Education degree without thesis. Open to graduate students only. 7:40-9:00. 53.233. 3 s.h. **MR. BOLMEIER**

S205. CURRICULUM PROBLEMS IN SECONDARY EDUCATION.—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. 11:00-12:20. 53.233. 3 s.h. **MR. CHILDS**

S223. TEACHING THE LANGUAGE ARTS.—Comparison of current methods and materials in the teaching of handwriting, spelling, and oral and written composition. Analysis and correction of basic difficulties. Increasing opportunities for creative expression. Correlation of language arts with other activities and school subjects. 11:00-12:20. 53.125. 3 s.h. **MISS MURPHY**

S226. TEACHING READING IN THE ELEMENTARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. 9:20-10:40. 53.225. 3 s.h. **MISS MURPHY**

S243. PERSONALITY DYNAMICS.—A study of personality structure and dynamics with emphasis upon the implications for counseling and instruction. Prerequisite: 6 hours of psychology or educational psychology. 9:20-10:40. 53.316. 3 s.h. **MR. GEHMAN**

S253. SCHOOL LAW.—The primary purpose of this course is to familiarize school administrators and teachers with the legal features of school organization and administration. Although some attention is given to constitutional and statutory provisions, the main emphasis is upon court decisions relating to education. Students are expected to select appropriate problems in school law for intensive study. 9:20-10:40. 53.233. 3 s.h. **MR. BOLMEIER**

NURSING EDUCATION

A DIVISION OF THE DEPARTMENT OF EDUCATION

MISS THELMA INGLES, R.N., DIRECTOR OF THE DIVISION OF
NURSING EDUCATION—HANES HOUSE (WEST CAMPUS)

FIRST TERM

S120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. Hours to be arranged. 3 s.h. **MISS ZUKOWSKI**

S129N. THE PSYCHOLOGICAL ASPECTS OF NURSING CARE.—This course is designed to help the student better understand how patients feel and why they may behave as they do. Special consideration will be given to problems such as resistance to treatment, lack of desire to get well, discouragement, and suspicion. The student may try new techniques in the Duke Hospital setting, if she so desires. 9:20-10:40. 10.204. 3 s.h. Miss ZUKOWSKI

NOTE: The above course is essentially the same as 130N, Psychosomatic Nursing, which appears in the Undergraduate Bulletin.

S136N. SEMINAR IN MEDICAL OR SURGICAL SPECIALTY.—Directed study in a medical or surgical specialty. Each student works on a problem of major interest to her—such as care of the patient with cancer or care of the patient with heart disease. Individual research in the collection of original material. Prerequisite: 134-135N. Hours to be arranged. 10.106C. 3 s.h. Miss MOSES

SECOND TERM

S120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. Hours to be arranged. 3 s.h. Miss ZUKOWSKI

S195N. PERSONNEL WORK IN SCHOOLS OF NURSING.—The primary purpose of this course is to help nurses and supervisors to develop greater understanding of the principles of human behavior and greater ability to apply these principles in working with patients and others in hospital divisions and in establishing cooperative relationships with other departments of the hospital. 9:20-10:40. 53.312. 3 s.h. Miss JACOBANSKY

ENGINEERING

PROFESSOR WALTER J. SEELEY, DEAN OF THE COLLEGE OF ENGINEERING
135 ENGINEERING BUILDING (WEST CAMPUS)

FIRST TERM

C.E.S110. PLANE SURVEYING.—Use of instruments; transit, stadia, and compass surveying; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, departures and areas; methods of plotting; survey and plot of portions of campus by stadia, and transit and tape; care and adjustment of instruments. Prerequisite: trigonometry; engineering drawing desirable. (Four weeks, eight hours a day.) June 12-July 9. 8:00-12:00, 1:00-5:00. 47.117. 4 s.h. (See Forestry.) MR. ARGES

SECOND TERM

G.E.S107. STRENGTH OF MATERIALS.—Elastic bodies under stress; flexure of simple, overhanging, fixed and continuous beams; columns; combined stresses; and energy of strain. Prerequisites: statics, differential and integral calculus. 7:40-9:00. 47.139. 3 s.h. MR. PALMER

ENGLISH

PROFESSOR CHARLES E. WARD, CHAIRMAN—323 ALLEN BUILDING (WEST CAMPUS)
PROFESSOR BENJAMIN BOYCE, DIRECTOR OF GRADUATE STUDIES—
401 ALLEN BUILDING (WEST CAMPUS)

Candidates for the Master's degree in English are expected to have had at least two semester hours in undergraduate courses above the Sophomore level. The Department may also require additional courses if the work of the student in his first term indicates inadequate preparation.

FIRST TERM

S1. ENGLISH COMPOSITION.—A course in the fundamentals of English Composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. 11:00-12:20. 10.110. 3 s.h. MR. SMITH

S2. ENGLISH COMPOSITION.—A continuation of course S1. 7:40-9:00. 10.110. 3 s.h. MR. BROOKS

S55. REPRESENTATIVE WRITERS.—Chaucer's Prologue to *The Canterbury Tales* and at least two tales, Shakespeare's *I Henry IV* and *King Lear* and one other play, John Donne's poems, Milton's *Paradise Lost* (selections) and some of the shorter poems. 9:20-10:40. 10.107. 3 s.h. MR. SMITH

S150. ORAL INTERPRETATION OF LITERATURE.—A study of poetry and certain types of prose, with practice in the technique by which they may be communicated to an audience. 9:20-10:40. 53.316. 3 s.h. MISS SCHWERMAN

S151. ESSENTIALS OF PUBLIC SPEAKING.—A basic course in public speaking, designed to give the student the poise and confidence necessary to think and speak freely before an audience. Particular attention is paid to the gathering and organization of speech materials and to oral presentation. 11:00-12:20. 53.327. 3 s.h. MISS SCHWERMAN

S230. AMERICAN LITERATURE, 1800-1870.—In this course the writers outside New England are studied. Poe and Melville are emphasized. 9:20-10:40. 10.205. 3 s.h. MR. TURNER

S237. ENGLISH DRAMA, 1642-1800.—The Heroic Play and the Comedy of Manners of the Restoration period; and the important plays, serious and comic, of position, oral and written, with special attention to sentence structure, syntax, the eighteenth century. 7:40-9:00. 53.312. 3 s.h. MR. WARD

S245. THE EIGHTEENTH-CENTURY NOVEL.—Richardson, Fielding, Smollett, and Sterne are emphasized. Some attention is given to earlier prose fiction and to other contributing literary patterns. Lectures and short papers. 11:00-12:20. 53.328. 3 s.h. MR. BOYCE

S308X. SEMINAR IN AMERICAN LITERATURE.—For students writing theses in American Literature. Hours and credits to be arranged. MR. TURNER

SECOND TERM

S2. ENGLISH COMPOSITION.—A continuation of course S1. 7:40-9:00. 53.307. 3 s.h. MR. FRASER

S56. REPRESENTATIVE WRITERS.—Pope's *Poems* (selections), Fielding's *Joseph Andrews*, Keats's *Poems and Letters*, Arnold's *Selected Poetry and Prose*, Dickens's *Bleak House*, Yeats's *Collected Poems*, Shaw's *Saint Joan*, and a twentieth-century novel. 11:00-12:20. 53.307. 3 s.h. MR. SANDERS

S124. SHAKESPEARE.—Ten plays after 1600. Occasional tests and one or two papers. 9:20-10:40. 53.307. 3 s.h. MR. FRASER

S262. ENGLISH LITERATURE OF THE EARLY TWENTIETH CENTURY.—Representative work of leading writers from 1900 to 1930, in the fields of fiction, drama, poetry, and essay. Critical analysis of selected specimens, and discussion of types, themes, and trends. 9:20-10:40. 53.328. 3 s.h. MR. STEVENSON

S273. HAWTHORNE AND MELVILLE.—Extensive reading in the works of Hawthorne and Melville, and close study of selected writings. 11:00-12:20. 53.328. 3 s.h. MR. TURNER

S350X. SEMINAR IN ENGLISH LITERATURE.—For students writing theses in English literature. Hours and credits to be arranged. MR. STEVENSON

FORESTRY

PROFESSOR CLARENCE F. KORSTIAN, DEAN OF THE SCHOOL OF FORESTRY AND DIRECTOR OF GRADUATE STUDIES—308 SOCIAL SCIENCE BUILDING (WEST CAMPUS)

Organized course work in the School of Forestry during the Summer Session is limited to plane surveying, forest surveying, tree identification, and forest mensuration which are required of all students entering upon two years of study in technical forestry leading to the degree of Master of Forestry (M.F.)

Qualified students may engage in thesis research in certain branches of forestry during the Summer Session with the approval of the instructor concerned and the Dean of the School of Forestry or of the Director of Graduate Studies in the case of work taken through the Graduate School.

C.E.S110. PLANE SURVEYING.—Use of instruments; transit, stadia, and compass surveying; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, departures and areas; methods of plotting; survey and plot of portions of campus by stadia, and transit and tape; care and adjustment of instruments. Prerequisites: trigonometry; engineering drawing desirable. (Four weeks, eight hours a day.) 47.117. June 12-July 9. 4 s.h. **MR. ARGES**

S149. FOREST TREE IDENTIFICATION.—Field studies leading to the identification of trees and principal shrubs indigenous to the Piedmont and coastal plain forests of the Southeastern United States. (One week, eight hours a day.) 9.101, July 10-July 16. 1 s.h. **MR. HARRAR**

S150. FOREST SURVEYING AND AERIAL PHOTO INTERPRETATION.—Application of plane surveying to forest problems; practice in making boundary, topographic and cover type surveys; details of land ownership and transfer, title search, and deed descriptions. The last two weeks will be spent in the study of the principles of aerial photogrammetry and photo interpretation, and may be taken separately for two hours of credit. Prerequisites: Civil Engineering S110, Plane Surveying; Forestry S149, Forest Tree Identification, or equivalents. (Four weeks, eight hours a day.) 10.322. July 17-August 13. 4 s.h. **MR. CHAIKEN**

S151. FOREST MENSURATION.—Field studies in methods of measuring content and growth of trees and forest stands; practice in timber estimating, log scaling, use of mensurational instruments, and collection of basic data. (Four weeks, eight hours a day.) 9.101. August 14-September 10. 4 s.h. **MR. SCHUMACHER**

S230. INSECT ENEMIES AND DISEASES OF SOUTHERN FORESTS.—Identification and control of injurious forest insects and diseases occurring in the South. Time to be arranged. Minimum enrollment 10. 1 s.h. or may be taken without credit. **MESSRS. ANDERSON, JOHNSON**

S357. RESEARCH IN FORESTRY.—Open to students whose research programs for the M.F. or D.F. degree have been approved by the Dean of the School of Forestry and the instructor responsible for directing the research and whose programs for the A.M. or Ph.D. degree have been approved by the Director of Graduate Studies and the instructor in charge. (Credits and schedule to be arranged.) June 12-August 23. 2 to 12 s.h. (Not more than one semester hour of credit per week for full time schedule or one semester hour each two weeks for half-time schedule.) (Consult courses 301-302 in Announcement of School of Forestry for letter designation of branches of forestry in which research is to be conducted.) 10.308. **STAFF**

FRENCH

PROFESSOR B. R. JORDAN, CHAIRMAN OF THE DEPARTMENT OF ROMANCE LANGUAGES—
214 CARR BUILDING (EAST CAMPUS); PROFESSOR L. B. WALTON, DIRECTOR OF
GRADUATE STUDIES OF THE DEPARTMENT OF ROMANCE LANGUAGES—
GRAY 207 (WEST CAMPUS)

FIRST TERM

S1. ELEMENTARY FRENCH.—June 12-June 29. 7:40-9:00 and 11:00-12:20. 2.201 3 s.h. **MR. WALKER**

S2. ELEMENTARY FRENCH.—July 2-July 17. 7:40-9:00 and 11:00-12:20. 2.201. 3 s.h. **MR. WALKER**

NOTE: A student enrolled in French S2 must also attend French S1, unless French 1 has been taken during Spring Semester 1956.

S3. INTERMEDIATE FRENCH.—Standard literary texts (short story, novel, drama) are used as the basis for intensive drill on the essentials of vocabulary, idiom, and construction. Extensive oral exercises are included in the reading objective. Prerequisite: French 1-2, or two units of high school French. 7:40-9:00. 53.327. 3 s.h. **MR. VINCENT**

S4. INTERMEDIATE FRENCH.—Continuation of French S3. May be taken concurrently with French S3. 11:00-12:20. 53.314. 3 s.h. **MR. AUBERY**

S51. INTRODUCTION TO FRENCH LITERATURE.—Selected texts in modern French literature (fiction and drama) are approached from the literary as well as the linguistic point of view. Throughout the course there is systematic oral practice based on topics within the reading assignments. Prerequisite: French 3-4, or equivalent. 7:40-9:00. 53.318. 3 s.h. **MR. AUBERY**

S52. INTRODUCTION TO FRENCH LITERATURE.—Continuation of French S51. May be taken concurrently with French S51. 11:00-12:20. 53.233. 3 s.h. **MR. VINCENT**

S117. PHONETICS.—This course is designed to satisfy the needs of teachers and advanced students who wish to acquire greater accuracy in pronunciation and to examine its importance in the appreciation of literary texts. It involves a detailed review of French sounds, practice in phonetic transcriptions, frequent tape recordings for corrective purposes, and an introduction to French diction. 9:20-10:40. 53.328. 3 s.h. **MR. WATKINS**

S226. THE FRENCH SHORT STORY OF THE NINETEENTH CENTURY.—A study of the story as a literary form, along with consideration of the problem of editing stories for school use. 11:00-12:20. 3 s.h. **MR. JORDAN**

GEOLOGY

PROFESSOR E. WILLARD BERRY, CHAIRMAN—019 SCIENCE (EAST CAMPUS)

The class in Geology, Term I, will begin on June 19 and continue through July 16. The class in Geology, Term II, will begin on July 20 and continue through August 16. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *General Registration* on page 19 of this *Bulletin*.

FIRST TERM

S51. GENERAL GEOLOGY.—This course is designed to give a general view of the surface features of the earth, their origin, structure, and materials. Illustrative materials are studied in the laboratory. Excursions may be made to neighboring points where principles of the science are studied in the field. Lectures or recitations, 8:00-11:00 daily; laboratory 2:00-5:00, Monday through Thursday. 09 Science Building, East Campus. June 19-July 16. 4 s.h. **MR. FURBISH**

SECOND TERM

S52. GENERAL GEOLOGY.—This course is designed to give some knowledge of the chief events of the earth's history. Excursions may be made to suitable neighboring localities. Lectures or recitations, 8:00-11:00 daily; laboratory 2:00-5:00 Monday through Thursday. 09 Science Building, East Campus. July 20-August 16. 4 s.h. **MR. FURBISH**

GERMAN

PROFESSOR CLEMENT VOLLMER, CHAIRMAN—301C GRAY BUILDING
(WEST CAMPUS)

FIRST TERM

S1. ELEMENTARY GERMAN.—The fundamentals of grammar and pronunciation; vocabulary drill, translation, and dictation. Emphasis upon a sound reading knowledge and individual achievement. June 12 to June 29. 9:20-10:40 and 1:40-3:00. 53.221. 3 s.h. **MR. MAXWELL**

S2. ELEMENTARY GERMAN.—The equivalent of the second college semester of German; intensive reading of graded material; grammar and vocabulary drill; dictation and sight translation. July 2-July 17. 9:20-10:40 and 1:40-3:00. 53.221. 3 s.h. Mr. MAXWELL

S3. INTERMEDIATE GERMAN.—Grammar review and composition; reading of short stories, novels and poems. Prerequisite: German 1-2, or two units of high school German. June 12 to July 17. 9:20-10:40. 53.234. 3 s.h. Mr. SALINGER

S4. INTERMEDIATE GERMAN.—Continuation of German S3. Prerequisite: German 3 (or S3, which may be taken concurrently). June 12-July 17. 11:00-12:20. 2.105. 3 s.h. Mr. SALINGER

GREEK

ASSOCIATE PROFESSOR JAMES N. TRUESDALE, CHAIRMAN—123 ALLEN BUILDING
(WEST CAMPUS)

FIRST TERM

S121. GREEK LITERATURE: HOMER.—*Iliad and Odyssey*. The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. The *Iliad* and the *Odyssey* are read in translation, and the excavations and discoveries at Troy and other cities of the Aegean age are discussed.

MESSRS. TRUESDALE, ROSE

S121.1 2.101. 7:40-9:00. 3 s.h.

S121.2 2.102. 7:40-9:00. 3 s.h.

S122. GREEK LITERATURE: THE TRAGIC POETS.—The purpose of this course is similar to that of course S121. Many of the extant plays of Aeschylus, Sophocles, and Euripides are studied in English translations. 2.101. 9:20-10:40. 3 s.h. Mr. TRUESDALE

HEALTH AND PHYSICAL EDUCATION

E. M. CAMERON, DIRECTOR, TRINITY COLLEGE AND COLLEGE OF ENGINEERING—
109 GYMNASIUM (WEST CAMPUS)

FIRST TERM

PE S57. VOLLEYBALL-TENNIS.—Gymnasium. Hours to be arranged. 1 s.h.
(M)

PE S65. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.—A study of the objectives and principles upon which physical education is based. The history of physical education is studied in order to show the changes in objectives, principles and methods, and as an aid in the interpretation of trends. Open to Sophomores, Juniors, and Seniors. Gymnasium. 9:20-10:40. 3 s.h. Mr. AYCOCK

PE S190. PROTECTIVE PRACTICES IN PHYSICAL EDUCATION.—Training and conditioning of athletic teams and the prevention, diagnosis, and treatment of athletic injuries. Gymnasium. 1:40-3:00. 3 s.h. Mr. MONTFORT

HISTORY

PROFESSOR E. MALCOLM CARROLL, CHAIRMAN—235 ALLEN BUILDING (WEST CAMPUS);
PROFESSOR ROBERT H. WOODY, DIRECTOR OF GRADUATE STUDIES—
231 ALLEN BUILDING (WEST CAMPUS)

For admission to candidacy for a Master's degree in History the student must present a total of eighteen semester hours of prior work in History, of which at least six must be in American History if he plans to take his major work in that

field. Before enrolling for thesis supervision, candidates for the Master's degree are required to complete at least three semester hours of seminar work and are strongly urged to enroll for this work in the second term of their attendance in the Summer Session. (See courses numbered 300 or above.)

FIRST TERM

551. HISTORICAL BACKGROUND OF THE WORLD TODAY 1500-1851.—The central fact of the expansion of Europe underlies the content of the course. The chief themes are: the contest between liberty and authority in the modern state, changing economic theory and organization, and the problems of peace and war among the states, including the Western infiltration of Asia, Latin America, and Africa, and the rise of the United States as a world power. 9:20-10:40. 53.229. 3 s.h. MR. YOUNG

591. THE DEVELOPMENT OF AMERICAN DEMOCRACY TO 1865.—This course is a study of trends vital to an understanding of the United States today. The main theme is the development of American democracy. Problems of foreign policy, the growth of capitalism, political practices, social behavior, and conflicting ideals are considered in relation to this main theme. 7:40-9:00. 53.226. 3 s.h. MR. STEVENS

5166. THE WEST IN THE HISTORY OF THE UNITED STATES.—A study of the progress of settlement from the Atlantic to the Pacific with special attention to the social, economic, and political effects of the westward march upon the United States as a whole. Special illustrative topics will vary with the needs of the class, but will include such subjects as the West and the formation of the nation, expansion and the Civil War, the transcontinental railways, and the settlement of the Great Plains, the Rocky Mountains, and the Pacific Coast. 11:00-12:20. 53.226. 3 s.h. MR. STEVENS

5212. RECENT INTERPRETATIONS OF UNITED STATES HISTORY.—A course designed to encourage a critical evaluation of major issues in United States history through examination of recent interpretations of key problems. The topics selected will vary with the needs of the class, but will include such classic controversies as the origins of the American Revolution and of the Civil War, Reconstruction, industrial development, U. S. entry into World Wars I and II, and the New Deal. 7:40-9:00. 53.225. 3 s.h. MR. WATSON

5248. EUROPE FROM 1919 TO THE PRESENT.—The history of internal developments in the major European countries. The course will explore the effects of the two World Wars and of the great depression upon European civilization, examining in particular the emergence and impact of the totalitarian regimes. Attention will be given to persistent economic and political problems in the years since 1945. 9:20-10:40. 53.225. 3 s.h. MR. COLTON

5301. SEMINAR IN HISTORICAL RESEARCH.—1:40-3:00 or at an hour to be arranged. 53.234. 3 s.h. MR. WATSON

SECOND TERM

552. HISTORICAL BACKGROUND OF THE WORLD TODAY 1851-1956.—A continuation of History 51. 9:20-10:40. 53.226. 3 s.h. MR. FERGUSON

592. THE DEVELOPMENT OF AMERICAN DEMOCRACY, 1865 TO THE PRESENT.—The emphasis is on the emergence of contemporary problems. 7:40-9:00. 53.226. 3 s.h. MR. STEVENS

5270. GREAT BRITAIN AND THE COMMONWEALTH OF NATIONS, 1867 TO THE PRESENT.—A history of Great Britain at the height of her world dominance and beyond, her oceanic empire, and the evolution of that empire into a unique world-wide Commonwealth of Nations. 9:20-10:40. 53.234. 3 s.h. MR. HAMILTON

5302. SEMINAR IN HISTORICAL RESEARCH.—1:40-3:00 or at an hour to be arranged. 53.234. 3 s.h. MR. HAMILTON

LATIN AND ROMAN STUDIES

PROFESSOR ROBERT S. ROGERS, CHAIRMAN—204 CARR BUILDING (EAST CAMPUS)

FIRST TERM

S111. ROMAN LITERATURE IN ENGLISH TRANSLATION.—Selected readings of Latin literature in English translation with emphasis on the drama, lyric poetry, and the varied contributions of Cicero to literature. 9:20-10:40. 2.102. 3 s.h. Mr. ROSE

MATHEMATICS

PROFESSOR J. J. GERGEN, CHAIRMAN—134 PHYSICS BUILDING (WEST CAMPUS); PROFESSOR J. H. ROBERTS, DIRECTOR OF GRADUATE STUDIES—230 PHYSICS BUILDING (WEST CAMPUS)

Graduate students are invited to consult with the Director of Graduate Studies concerning their programs.

FIRST TERM

S5. COLLEGE ALGEBRA.—Advanced topics in quadratic equations, systems involving quadratics, variation, binomial theorem, progressions, inequalities, theory of equations, determinants, partial fractions, probability. This course and Mathematics S6 may be taken concurrently. Prerequisite: Mathematics 1, or one and one-half units in algebra and one unit in geometry. 7:40-9:00. 49.135. 3 s.h.

Mr. CARLITZ

S6. PLANE TRIGONOMETRY.—Logarithms, right and oblique triangles, radian measure, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations. Prerequisite: Must be preceded or accompanied by Mathematics 5. 9:20-10:40. 49.135. 3 s.h.

Mr. THOMAS

S206. PLANE GEOMETRY AND TRIGONOMETRY FROM THE ADVANCED STANDPOINT.—Postulates for Euclidean geometry, duality, non-Euclidean geometries, geometric rigor, theory of linear and angular measurement, accuracy of logarithmic tables and calculations, nomograms and other computing aids. This course is designed for teachers of high school mathematics. Prerequisite: Calculus. 11:00-12:20. 49.138. 3 s.h.

Mr. ROBERTS

S208. MATHEMATICAL ANALYSIS FOR TEACHERS.—An introductory course in mathematical analysis dealing with topics of interest to teachers of high school mathematics and others who wish to continue their study and training in analysis beyond the calculus. Among the topics which may be considered are the following: review of the fundamental operations in calculus, ordinary linear differential equations, numerical methods, solution of differential equations by series, vector analysis, functions of a complex variable. 7:40-9:00. 49.138. 3 s.h.

Mr. THOMAS

S275. PROBABILITY.—The basic laws of probability and their applications in various fields. Random variables, central limit theorem, law of large numbers, Poisson distribution, probability integral. Prerequisite: Calculus. 9:20-10:40. 49.138. 3 s.h.

Mr. CARLITZ

S389X. THESIS SEMINAR.—Supervision of individual theses in algebra, analysis and geometry. Students should consult with the Director of Graduate Studies before registering. Thesis credit only. Hours to be arranged.

MESSRS. CARLITZ, ROBERTS, THOMAS

SECOND TERM

S50. PLANE ANALYTIC GEOMETRY.—Rectangular and polar coordinates, loci, straight lines, conic sections. This course and Mathematics S51 may be taken concurrently. Prerequisites: Mathematics 5 and 6. 7:40-9:00. 49.135. 3 s.h.

Mr. ELLIOTT

S51. CALCULUS I.—Differentiation of elementary functions, curve tracing, maxima and minima, motion, curvature, indeterminate forms. Prerequisite: Must be preceded or accompanied by Mathematics 50. 9:20-10:40. 49.135. 3 s.h. MR. ELLIOTT

PHILOSOPHY

PROFESSOR GLENN NEGLEY, CHAIRMAN—3-1 WEST DUKE BUILDING (EAST CAMPUS);

PROFESSOR CHARLES A. BAYLIS, DIRECTOR OF GRADUATE STUDIES—

3-1 WEST DUKE BUILDING (EAST CAMPUS)

FIRST TERM

S48. LOGIC.—A study of the conditions of effective thinking and clear communication, and of typical sources of fallacies. Examination of the basic principles of deductive reasoning (making explicit the implications of statements) and of inductive reasoning (the formulation and testing of hypotheses on the basis of experience and experiment). Emphasis on practical illustrations and applications. 11:00-12:20. 15.107. 3 s.h. MR. CLARK

S91. INTRODUCTION TO PHILOSOPHY.—A systematic and historical examination of the major problems of knowledge, morals, and metaphysics. 9:20-10:40. 53.226. 3 s.h. MR. CLARK

SECOND TERM

S91. INTRODUCTION TO PHILOSOPHY.—A systematic and historical examination of the major problems of knowledge, morals, and metaphysics. 11:00-12:20. 53.314. 3 s.h. MR. PEACH

S94. HISTORY OF PHILOSOPHY: MODERN.—A study of the major philosophers of the period with special reference to the continuity of their thought. 9:20-10:40. 53.327. 3 s.h. MR. PEACH

PHYSICS

PROFESSOR WALTER M. NIELSEN, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—
119 PHYSICS BUILDING (WEST CAMPUS)

Classes in Physics S51, Term I, will begin on June 13 and continue through July 16. Classes in Physics S52, Term II, will begin on July 20 and continue through August 22. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *General Registration* on page 19 of this *Bulletin*.

FIRST TERM

S51. GENERAL PHYSICS.—This course treats the basic principle of general physics in a more quantitative manner than Physics 1-2. It is designed for Sophomores and Juniors and meets in a thorough way the physics requirements for entrance into the study of either medicine or engineering, and is well suited for the general student. A limited number of Freshmen who present physics for entrance and who have completed the required mathematics may be admitted by permission of the instructor. (Not open to students who have completed Physics 1-2.) Prerequisite: Mathematics 5-6 or equivalent. Lecture and recitation daily, 8:30-9:50 and 10:10-11:30; laboratory three days per week, 1:00-4:00. 49.113. June 13-July 16. 5 s.h. MR. CARPENTER

S353X. THESIS SEMINAR.—Students who are properly qualified may carry on research work under direction. Credits and hours to be arranged. STAFF

SECOND TERM

S52. GENERAL PHYSICS.—A continuation of Physics S51. Prerequisite: Physics S51. Lecture and recitation daily, 8:30-9:50 and 10:10-11:30; laboratory three days per week, 1:00-4:00. 49.113. July 20-August 22. 5 s.h. MR. CARPENTER

S353X. THESIS SEMINAR.—For description, see First Term

STAFF

POLITICAL SCIENCE

PROFESSOR ROBERT S. RANKIN, CHAIRMAN—308 LIBRARY (WEST CAMPUS); PROFESSOR R. R. WILSON, DIRECTOR OF GRADUATE STUDIES—405 NEW LIBRARY TOWER (WEST CAMPUS)

FIRST TERM

S61. AMERICAN GOVERNMENT AND POLITICS.—A study of the American political system, emphasizing the organization and functioning of the national government. 11:00-12:20. 53.318. 3 s.h. Mr. ELLIS

S121. ELEMENTS OF INTERNATIONAL RELATIONS.—Analysis of international politics, of the foundations of national power, and of international cooperation, with emphasis upon attempted solutions of the central problems of international security. 9:20-10:40. 53.233. 3 s.h. Mr. ELLIS

S209. PROBLEMS IN STATE AND COUNTY GOVERNMENT IN THE UNITED STATES.—A study of the historical development of state and county governments, their present organizations and subdivisions, and their relation to each other. Special attention is given to the position of the states in the federal union through the study of the federal-state, interstate, and state-local relations. 11:00-12:20. 4.302. 3 s.h. Mr. SPICER

S291. PROBLEMS OF MUNICIPAL GOVERNMENT.—An analysis of problems relating to the structural system and activities of municipalities in the United States. 7:40-9:00. 53.234. 3 s.h. Mr. SPICER

SECOND TERM

S62. AMERICAN GOVERNMENT AND POLITICS.—A continuation of S61. For description see Term I. 11:00-12:20. 53.327. 3 s.h. Mrs. CHEEK

S191. TOPICS IN LOCAL GOVERNMENT.—Problems in the general area of county and local government including the administration of government services such as education, public welfare, law enforcement; inter-governmental relationships; administrative reorganization; methods of popular control; and the reconstruction of state and local government so as to meet present-day needs. 9:20-10:40. 53.326. 3 s.h. Mrs. CHEEK

S232. JAPANESE CIVILIZATION.—Analysis of Japanese culture with reference to social and political institutions. Buddhist, Confucian, and Shinto bases of Japanese thought are examined. 9:20-10:40. 53.125. 3 s.h. Mr. BRAIBANTI

S311. SEMINAR IN FAR EASTERN POLITICS.—Open to students who have completed course 211 or its equivalent. 1:40-3:00. 53.125. 3 s.h. Mr. BRAIBANTI

PSYCHOLOGY

PROFESSOR ELIOT H. RODNICK, CHAIRMAN—106 BIVINS BUILDING (EAST CAMPUS)

PROFESSOR KARL ZENER, DIRECTOR OF GRADUATE STUDIES—205

PSYCHOLOGY LABORATORY BUILDING (EAST CAMPUS)

Details concerning the program of studies in Psychology may be obtained from the Director of Graduate Studies in Psychology.

FIRST TERM

S91. INTRODUCTORY PSYCHOLOGY.—An introduction to the facts, principles, and problems of normal adult psychology through a study of psychological methods as applied to motivation, emotions, perception, sensation, thinking, memory, learning, individual differences, and personality. 9:20-10:40. 2.105. 3 s.h. Mr. WILSON

S211. THE PROBLEM CHILD (Also Education S211).—Study of problem behavior and adjustment in children with emphasis on the causes and treatment of conduct and neurotic disorders of the maladjusted child. Particular attention will

be paid to mental hygiene principles in the handling of problem children in school and home. 11:00-12:20. 53.125. 3 s.h. MR. BORSTELMANN

S232. PERSONALITY AND PHYSICAL HANDICAP.—Survey of the psychological factors underlying adjustment to physical disabilities, with particular stress upon personality, emotional and social attributes. Selected case studies will be used to illustrate the integration of such factors in adjusting to home, school, and hospital settings. These cases will stress the psychological factors which hinder learning and retraining procedures. Discussion will center about psychological techniques to produce more effective progress in rehabilitation. 7:40-9:00. 2.301. 3 s.h.

MR. SPIELBERGER

S303. RESEARCH.—Students who are properly qualified may carry on research work under direction. Hours to be arranged. 3 s.h. STAFF

SECOND TERM

S304. RESEARCH.—Students who are properly qualified may carry on research work under direction. Hours to be arranged. 3 s.h. STAFF

RELIGION

PROFESSOR JAMES CANNON, DEAN OF THE DIVINITY SCHOOL—110 DIVINITY SCHOOL (WEST CAMPUS); PROFESSOR H. E. MYERS, CHAIRMAN OF THE DEPARTMENT OF RELIGION—108 GRAY (WEST CAMPUS); ASSOCIATE PROFESSOR JAMES H. PHILLIPS, DIRECTOR OF UNDERGRADUATE STUDIES IN RELIGION—106 GRAY (WEST CAMPUS); PROFESSOR H. SHELTON SMITH, DIRECTOR OF GRADUATE STUDIES IN RELIGION—308 DIVINITY SCHOOL (WEST CAMPUS)

THE DEPARTMENT OF RELIGION

FIRST TERM

S51. THE ENGLISH BIBLE.—Survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 7:40-9:00. 53.314. 3 s.h. MR. DANIELS

S52. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. 9:20-10:40. 53.125. 3 s.h. MR. SALES

S103. THE PROPHETS OF THE OLD TESTAMENT.—In this course a study is made of the history and nature of prophecy, with particular attention being given to the messages of the outstanding pre-exilic literary prophets. *Students may not receive credit for both 103 and 107 or 103 and 101.* 11:00-12:20. 53.225. 3 s.h. MR. SALES

S114. THE LIFE AND TEACHINGS OF JESUS.—This course considers the period in which Jesus lived, the record of his life, and the meaning of his teachings as recorded in the Synoptic Gospels. *Students may not receive credit for 114 and 101.* 9:20-10:40. 53.307. 3 s.h. MR. DANIELS

SECOND TERM

S51. THE ENGLISH BIBLE.—Survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 7:40-9:00. 53.225. 3 s.h. MR. VIA

S52. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. 9:20-10:40. 53.318. 3 s.h. MR. BRADLEY

S114. THE LIFE AND TEACHINGS OF JESUS.—This course considers the period in which Jesus lived, the record of his life, and the meaning of his teachings as recorded in the Synoptic Gospels. *Students may not receive credit for 114 and 101.* 11:00-12:20. 53.316. 3 s.h. MR. VIA

S182. SURVEY OF THE WORLD'S GREAT RELIGIONS.—The world's living religions are dealt with in terms of the historical development and the beliefs, practices and contemporary significance of each. Prerequisite: 3 s.h. of Bible. 11:00-12:20. 53.226. 3 s.h. Mr. BRADLEY

THE DIVINITY SCHOOL

Class enrollments will be controlled as occasion may arise so as to secure a fairly even distribution among the courses offered in each term.

FIRST TERM

S107 (DS). THE PERSON AND WORK OF CHRIST.—An intensive examination of classical types of Christological and soteriological formulation in the history of Christian reflection, assessment and constructive position. 9:20-10:40. 3.205. 3 s.h. Mr. CUSHMAN

S170 (DS). SEMINAR IN PASTORAL CARE.—For students preparing for full-time pastoral ministry, hospital chaplaincy, industrial chaplaincy, ministry to older people, or work with young people. Practicum. 1:40-3:00. 53.318. 3 s.h. Mr. DICKS

S198 (DS). THE HERITAGE OF THE REFORMATION.—The doctrine and practice of the Reformers studied for their contribution to the life and thought of the modern church. 11:00-12:20. 3.205. 3 s.h. Mr. SCHAFER

S394 (DS). CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of church to state. 7:40-9:00. 53.316. 3 s.h. Mr. BEACH

SECOND TERM

S137 (DS). RELIGIOUS LEADERS IN CHRISTIAN HISTORY.—Representative leaders in the early and medieval church studied in relation to contemporary churchmanship. 7:40-9:00. 53.318. 3 s.h. Mr. PETRY

S158 (DS). CHRISTIAN EDUCATION AND THE COMMUNITY.—A study of the principles, practices, methods and materials of Christian Education as related to the total community life. 9:20-10:40. 53.318. 3 s.h. Mr. KALE

S196 (DS). THE BIBLE AND RECENT DISCOVERIES.—A survey of the contribution of the cultural setting of the Bible as an aid to its understanding. Illustrated with archaeological slides. 11:00-12:20. 53.318. 3 s.h. Mr. BROWNLEE

SOCIOLOGY

PROFESSOR HOWARD E. JENSEN, CHAIRMAN—215E SOCIAL SCIENCE BUILDING (WEST CAMPUS); PROFESSOR HORNE LL HART, DIRECTOR OF GRADUATE STUDIES—215D SOCIAL SCIENCE BUILDING (WEST CAMPUS)

The Department of Sociology offers graduate work leading to the A.M. and Ph.D. degrees. Before undertaking advanced work in this department, a student must have completed a minimum of twelve semester hours of approved preliminary courses in the field, and twelve additional semester hours in the field or in related work. A student who is deficient in the minimum required work will be asked to take additional undergraduate courses agreed upon in conference with the Director of Graduate Studies.

Candidates for advanced degrees in Sociology usually take minor work in Psychology, Economics, Political Science, Education, History, or Religion. Detailed requirements for the minor work, and for majors in other departments who wish to present Sociology as minor work, may be obtained from the Director of Graduate Studies.

FIRST TERM

S91-92. GENERAL SOCIOLOGY.—An introduction to the scientific study of social life, its origin, evolution, and organization as illustrated by the study of a number of concrete social problems. 7:40-9:00 and 11:00-12:20. 10.215. 6 s.h.

MR. ROY

(Course 91-92, or 101, or 93, or 94 is prerequisite to all other courses in the department. Course 91-92, or 101 is required of all students majoring in the department.)

S246. PUBLIC OPINION AND PROPAGANDA.—Nature and development of public opinion; relative to attitudes, biases, stereotypes and controversial issues; role of leaders, pressure groups and minority groups; use of radio, press, motion picture and graphic arts; propaganda and censorship; measurements of public opinion. 9:20-10:40. 2.301. 3 s.h.

MR. SCHETTLER

S274. CONTEMPORARY SOCIAL PROBLEMS.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; natural disasters, poverty, physical defectiveness, malnutrition, mental deficiency, mental disease, undirected leisure activities and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. Not open to students who have had Sociology 271. 11:00-12:20. 53.321. 3 s.h.

MR. SCHETTLER

SECOND TERM

S250. MARRIAGE AND THE FAMILY.—An analysis of contemporary marriage and family experiences with emphasis on its functions, problems, resources, and values. Not open to students who have received credit for Religion 170. 11:00-12:20. 53.221. 3 s.h.

MR. HART

S286. SOCIAL ETHICS.—A study of sociological fundamentals underlying ethics, including the controversy between materialistic and idealistic social thinkers, the nature of personalities and of social organization, the nature of social values, types of social interaction and their effects upon general social values, underlying principles and facts of social change, and the bearings of all these upon certain social problems. 9:20-10:40. 10.216. 3 s.h.

MR. HART

SPANISH

PROFESSOR BRADY R. JORDAN, CHAIRMAN OF DEPARTMENT OF ROMANCE LANGUAGES—214
CARR BUILDING (EAST CAMPUS); PROFESSOR L. B. WALTON, DIRECTOR OF GRADUATE
STUDIES OF THE DEPARTMENT OF ROMANCE LANGUAGES—
207 GRAY (WEST CAMPUS)

FIRST TERM

S1. ELEMENTARY SPANISH.—Essentials of grammar, reading of appropriate material, drill in the spoken language. June 12-June 29. 7:40-9:00 and 11:00-12:20. 16.108. 3 s.h.

MR. MILLER

S2. ELEMENTARY SPANISH.—Continuation of S1. July 2-17. 7:40-9:00 and 11:00-12:20. 16.108. 3 s.h.

MR. MILLER

NOTE: A student enrolled in S2 must also attend S1 unless he has passed Spanish I in the spring semester, 1956.

S3. INTERMEDIATE SPANISH.—Reading in standard literary text; review of verbs and syntax; exercises in the spoken language based on the reading text; constant use of Spanish as the medium of instruction. 7:40-9:00. 16.110. 3 s.h.

MR. AMOR Y VÁZQUEZ

S4. INTERMEDIATE SPANISH.—Reading of modern short stories and novels, with emphasis on achievement of ability to read without translation; continued oral-aural drill; idiom study and grammar review as necessary. May be taken concurrently with Spanish S3. 11:00-12:20. 16.110. 3 s.h. **MR. TORRE**

S65. INTRODUCTION TO MODERN SPANISH LITERATURE.—Study of representative masterpieces; brief lectures in Spanish; collateral reading of critical commentaries. 7:40-9:00. 53.307. 3 s.h. **MR. TORRE**

S68. INTRODUCTION TO SPANISH-AMERICAN LITERATURE.—Study of typical works, chiefly of the modern period; brief lectures on literary, social and cultural backgrounds and tendencies; collateral readings and reports. May be taken concurrently with Spanish S65. 11:00-12:20. 2.205. 3 s.h. **MR. AMOR Y VÁZQUEZ**

S273. SPANISH LINGUISTICS FOR TEACHERS.—Theoretical consideration and practical drill on selected problems of Spanish pronunciation and grammar. Application to high school language teaching. Use of modern recording equipment. 11:00-12:20. 2.209. 3 s.h. **MR. PREDMORE**

S284. HISPANIC CIVILIZATION.—The aim of this course is to build an understanding of Hispanic civilization specifically useful to the teacher of language and literature. 9:20-10:40. 53.312. 3 s.h. **MR. DAVIS**

ZOOLOGY

PROFESSOR I. E. GRAY, CHAIRMAN, 217 BIOLOGY BUILDING; PROFESSOR K. M. WILBUR, DIRECTOR OF GRADUATE STUDIES, 328 BIOLOGY BUILDING (WEST CAMPUS)

All classes in Zoology offered on Duke Campus in Term I will begin on June 19 and continue through July 16. All classes in Zoology offered at Duke Marine Laboratory at Beaufort, North Carolina, in Term I will begin on June 13 and continue through July 17. All classes in Zoology offered on Duke Campus in Term II will begin on July 20 and continue through August 16. All classes in Zoology offered at Duke Marine Laboratory, Beaufort, North Carolina, in Term II will begin on July 20 and continue through August 23. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *General Registration* page 19 of this *Bulletin*.

For admission to candidacy for a Master's degree in Zoology, a student should have completed an undergraduate major in Zoology (courses in General Science and Botany are not counted as a part of a Zoology major). This normally amounts to about twenty-four semester hours, which should be distributed among various fields of Zoology, and must include Vertebrate Zoology or Comparative Anatomy, Physiology, and Embryology, passed with creditable grades. A candidate should also have completed at least one year of Chemistry. Work for the degree will require eighteen hours in advanced courses in Zoology, and six hours in another department for a minor, in addition to a thesis. Before registration for a degree, students should confer with the Director of Graduate Studies for the Department. Students not candidates for a degree may take courses offered if they have necessary prerequisites but may not count them toward a degree until an undergraduate major has been completed.

FIRST TERM (Duke Campus)

S1. ANIMAL BIOLOGY.—The principles of biology as applied to animals. Lecture, recitation and laboratory daily, 8:00-12:00, 2:00-4:00. 9.120. June 19-July 16. 4 s.h. **MR. VERNBERG**

S353. RESEARCH. Hours to be arranged. 2-6 s.h. **STAFF**

FIRST TERM (Duke Marine Laboratory, Beaufort, North Carolina)

S203. MARINE ECOLOGY.—A study of marine animals in relation to environment. Consideration of environmental factors, succession, rhythms, communities, intraspecific and interspecific relations, productivity, conservation, problems, etc., concerned with animal life in the ocean. Lectures, reviews, conferences, field and laboratory work. 6 s.h. **MR. GRAY**

S353. RESEARCH. Hours to be arranged. 2-6 s.h.

STAFF

SECOND TERM

(Duke Campus)

S2. GENERAL ZOOLOGY.—A brief survey of the animal kingdom. Lecture, recitation and laboratory daily, 8:00-12:00, 2:00-4:00. 9.120. July 20-August 16. 4 s.h.

MR. BAILEY

S353. RESEARCH. Hours to be arranged. 2-6 s.h.

STAFF

SECOND TERM

(Duke Marine Laboratory, Beaufort, North Carolina)

S214. OCEANOGRAPHY.—An introduction to the study of the ocean. Consideration of its physical, chemical, biochemical and geological processes. Lectures, laboratory, field trips, and introduction to periodical literature. Prerequisites: one year each of college physics, chemistry, and biology. 6 s.h.

MR. ODUM

S274. MARINE INVERTEBRATE ZOOLOGY.—A study of invertebrate animals that occur in the Beaufort region. A number of field trips will be made to a variety of habitats to study, collect, and classify animals in their natural environments. The structure and habits of living invertebrates as well as their behavior under certain experimental conditions will be studied in the laboratory. 6 s.h.

MR. BOOKHOUT

S353. RESEARCH. Hours to be arranged. 2-6 s.h.

STAFF

DUKE UNIVERSITY SUMMER SESSION
APPLICATION FOR DORMITORY ROOM

Application for room reservations and all correspondence concerning such reservation should be addressed to: Housing Bureau, Duke Station, Durham, North Carolina.

Room assignment will be made only upon the applicant's admission to the Summer Session, as certified by the Summer Session Office, and upon payment of full room rent. Applicants who expect to be in residence for longer than one term of the Summer Session are urged to make advance reservation for the entire period and thus avoid, to the extent that housing arrangements make it practicable, the necessity of moving from one room to another during the full term of residence.

Rental fees . . . etc. These fees are refundable provided the applicant cancels his room reservation at least fifteen (15) days before the opening of the session for which he is applying for admission.

If the applicant requests a double room but gives no preference of roommate, Bureau officials will try to assign a roommate of seemingly congenial interests. It is understood, however, that the responsibility for getting and keeping a roommate rests with the applicant; otherwise, it will be necessary for him to move to a single room or to make the indicated financial adjustment.

Name..... Date.....

Present address.....

Permanent address.....

(Address to which mail always will be forwarded)

Present position.....

Address.....

Academic degrees earned.....

(College conferring)

(Degree)

(Date conferred)

If you are in college now, give name of institution and your class:

(Name of college)

(Class)

Department of your major subject.....

Will you be writing a thesis this summer? Yes..... No.....

Date of your expected arrival at Duke for the Summer Session.....

Number of weeks you expect to remain.....

Type of room desired: Single..... Double.....

Name of preferred roommate, if any.....

Address.....

DIRECTIONS TO SUMMER SESSION APPLICANTS

All applicants for Summer Session courses who are not now in residence at Duke University must fill out accurately and in detail the form below and return it to the Director of the Summer Session. Preference in enrollment will be given to persons returning the form promptly, but a place in a particular course cannot be assured until all fees are paid. Undergraduates or graduates who are enrolled in a university or college other than Duke University and who are seeking to transfer summer session credits to the college in which they are matriculated should request a course approval form to be certified by their dean or registrar. Persons applying for admission to the Graduate School of Duke University should write the Dean of the Graduate School for the necessary forms in addition to completing the form below.

No. Approved Date.....

APPLICATION FOR ENROLLMENT IN THE DUKE UNIVERSITY SUMMER SESSION

Mr., Mrs., Miss.....
(Please Print)

Street address, Rural route, or P. O. Box.....

Post Office..... State.....

Nationality..... Race.....

Please reserve a place for me in the following courses listed in the Summer Session Bulletin.

Department	No. of Course	Title of Course
.....		
.....		
.....		

Name and address of High School from which you graduated.....

Have you attended a college? Yes..... No.....

Name and address of college.....

Highest degree held:.....

Are you a candidate for a degree? Yes..... No.....

If yes, for which degree?.....

In what school or college of Duke University are you seeking to enroll (check one):

- | <i>Undergraduate credits</i> | <i>Graduate credits</i> |
|--|---|
| ☐ Trinity College (men) | ☐ Graduate School, Arts and Sciences |
| ☐ The Woman's College | ☐ Divinity School |
| ☐ College of Engineering | ☐ School of Forestry |
| ☐ Special or unclassified | ☐ Special or unclassified |
| ☐ Credits for transfer | ☐ Credits for transfer |

Have you applied for admission to the Graduate School?.....

Are you at present a college student?..... If so, where?.....

..... What class?.....

Are you a full-time teacher?.....

Name and address of school.....

Teaching position.....

Total number years teaching experience.....

Will your fees be paid by:

- (a) Yourself.....
- (b) Veterans' Administration, Public Law 346 or 16.....
- (c) Funds received under Public Law 550.....

Have you attended previous Summer Sessions at Duke: Yes.....;

Years.....; No.....

BULLETIN
OF
DUKE UNIVERSITY



**The Graduate School
of Arts and Sciences**

ANNOUNCEMENTS FOR 1956-57

VOLUME 28

February, 1956

NUMBER 4-A

Annual Bulletins

For GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

For BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

For BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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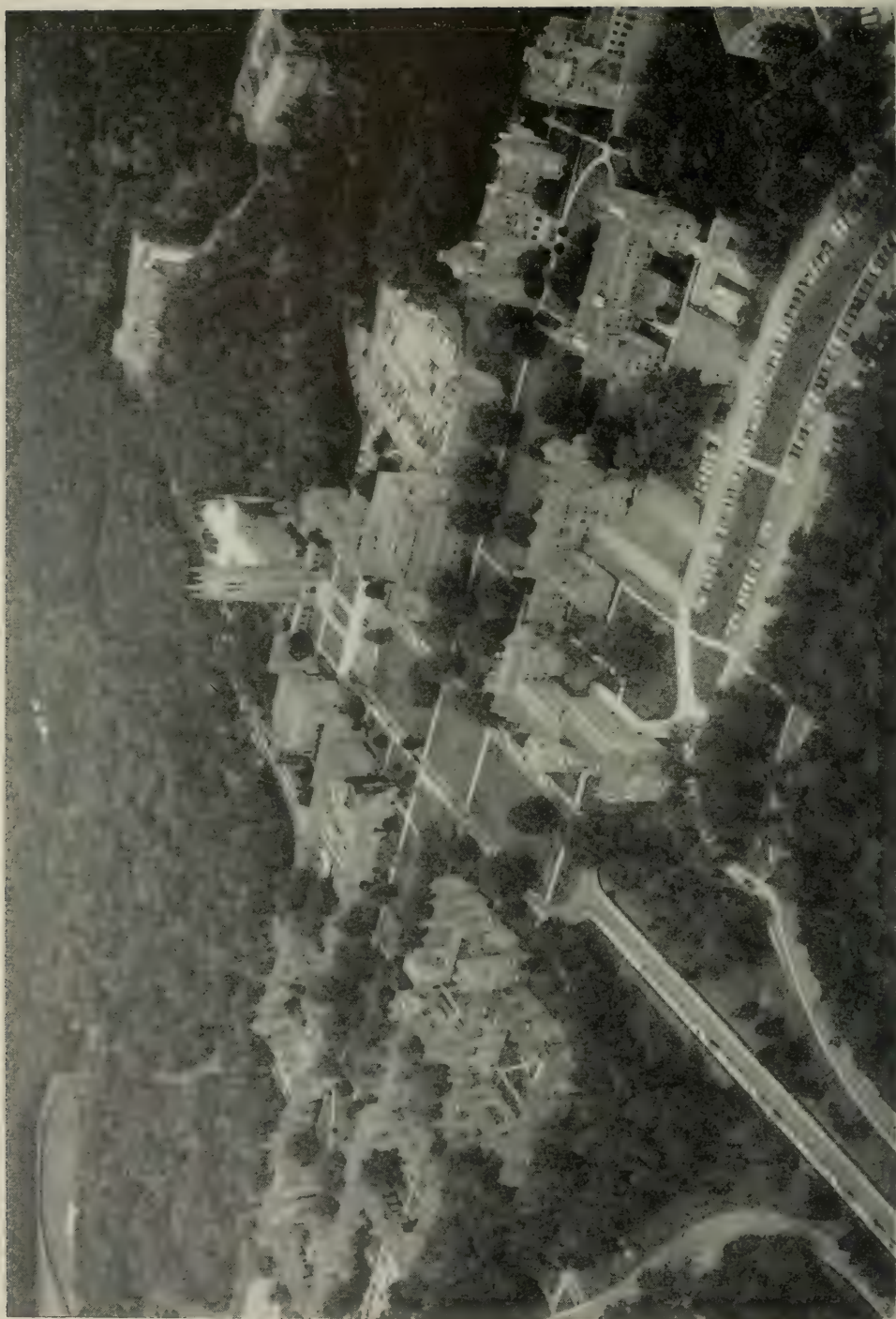
BULLETIN
OF
DUKE UNIVERSITY

THE GRADUATE SCHOOL
OF ARTS AND SCIENCES



1955-1956
ANNOUNCEMENTS FOR 1956-1957

DURHAM, NORTH CAROLINA
1956



DUKE UNIVERSITY: WEST CAMPUS WITH PORTION OF DUKE FOREST IN BACKGROUND.

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Calendar of the Graduate School



Summer Session 1956

1956

- May 1-2 Tuesday, Wednesday—Advance registration for current students.
- June 12 Tuesday—Registration of students for Summer Session, first term.
- June 13 Wednesday—Instruction begins for Summer Session, first term.
- July 6 Friday—French examinations for candidates for graduate degrees, 4:00 P.M., 114 Physics Building. Candidates register in the Graduate School Office not later than June 28.
- June 26 Tuesday—Final date for filing with the Dean of the Graduate School statement of intention to complete Master's degree requirements during the first term, and for filing thesis title.
- July 17 Tuesday—First term of Summer Session ends.
- July 19 Thursday—Registration of students for second term of Summer Session.
- July 20 Friday—Instruction begins for second term of Summer Session.
- Aug. 1 Wednesday—Final date for filing with the Dean of the Graduate School statement of intention to complete Master's degree requirements during the second term, and for filing thesis title.
- Aug. 23 Thursday—Second term of Summer Session ends.

Academic Year 1956-1957

- Sept. 17 Monday—Reading, Vocabulary and Grammar Tests in French and German. French, 1:00 P.M., German, 2:30 P.M., both in 114 Physics Building. (See page 42 for information.)
- Sept. 17-19 Monday through Wednesday—Registration of graduate students for first semester.
- Sept. 20 Thursday—Classes begin.
- Oct. 15 Saturday—Last day for submitting thesis subjects for the degrees of Doctor of Philosophy and Doctor of Education.
- Oct. 22-27 German examinations for candidates for graduate degrees. Candidates register in the Graduate School Office for these examinations not later than October 15.
- Nov. 15 Tuesday—Last day for submitting thesis subjects for the degrees of Master of Arts, Master of Education, and Master of Arts in Teaching.
- Nov. 21 Wednesday, 5:00 P.M.—Thanksgiving recess begins.
- Nov. 26 Monday, 8:00 A.M.—Classes are resumed.
- Dec. 11 Tuesday—Founders Day.
- Dec. 20 Thursday, 12:30 P.M.—Christmas recess begins.

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- Jan. 3 Thursday, 8:00 A.M.—Classes are resumed.
- Jan. 7-14 Reading period.
- Jan. 8-10 Tuesday and Wednesday—Registration of resident graduate students for second semester.
- Jan. 11 Friday—French examination for candidates for graduate degrees, 4:00 P.M., place to be announced. Candidates register in the Graduate School Office for these examinations not later than January 4.
- Jan. 15 Tuesday—Final examinations begin.
- Jan. 25 Friday—Final examinations end.
- Jan. 29 Tuesday—Registration for second semester of students not in residence during first semester.
- Jan. 30 Wednesday—Classes are resumed.
- March 1 Friday—Last day for applying for University fellowships, graduate assistantships, and graduate scholarships.
- March 9 Saturday—Students who expect to receive advanced degrees in June must notify the Graduate School Office before this date.
- March 23 Saturday, 12:30 P.M.—Spring recess begins.
- April 1 Monday, 8:00 A.M.—Classes are resumed.
- April 12 Friday—French examinations for candidates for graduate degrees, 4:00 P.M., place to be announced. Candidates register in the Graduate School Office for these examinations not later than April 5.
- April 15 Monday—Last day for submitting theses for degrees of Doctor of Philosophy and Doctor of Education.
- April 29-May 11 Reading period.
- May 1 Wednesday—Last day for submitting theses for degrees of Master of Arts, Master of Education, and Master of Arts in Teaching.
- May 1 Wednesday—Last day for paying special dissertation fee of \$50.00 required of candidates for the degrees of Doctor of Philosophy and Doctor of Education.
- May 6-11 German examinations for candidates for graduate degrees. Candidates register in the Graduate School Office for these examinations not later than April 29.
- May 20 Monday—Final examinations begin.
- May 30 Thursday—Final examinations end.
- June 1 Saturday—Commencement begins.
- June 2 Sunday—Commencement sermon.
- June 3 Monday—Graduating Exercises.

1956

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Officers of Administration



ARTHUR HOLLIS EDENS, Ph.D., LL.D. <i>President of the University</i>	2138 Myrtle Drive
WILLIAM HANE WANNAMAKER, A.M., Litt.D. <i>Vice-Chancellor of the University</i>	615 West Campus
PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education and Dean of the University</i>	3816 Dover Road, Hope Valley
MARCUS EDWIN HOBBS, Ph.D. <i>Dean of the Graduate School of Arts and Sciences</i>	115 Pinecrest Road
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations and Secretary of the University</i>	813 Vickers Avenue
HERBERT JAMES HERRING, A.M., LL.D. <i>Vice-President in the Division of Student Life and Dean of Trinity College</i>	2010 Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Comptroller</i>	614 West Campus
*CHARLES BLACKWELL MARKHAM, A.M. <i>Treasurer of the University</i>	204 Dillard Street
BENJAMIN EDWARD POWELL, Ph.D. <i>Librarian</i>	3609 Hathaway Road, Hope Valley
EARL THOMAS HANSON, Ph.D. <i>Director of Admissions, the Graduate School, Secretary of the Graduate Faculty</i>	613 Swift Avenue
†SARA ANNE INMAN, B.S. <i>Administrative Assistant</i>	912 Lambeth Circle

EXECUTIVE COMMITTEE OF THE GRADUATE FACULTY

MARCUS EDWIN HOBBS, Ph.D. <i>Dean of the Graduate School of Arts and Sciences, ex officio</i>
CHARLES A. BAYLIS, Ph.D.
CLARENCE GOHDES, Ph.D.
WILLIAM BASKERVILLE HAMILTON, Ph.D.
PAUL JACKSON KRAMER, Ph.D.
ELIOT H. RODNICK, Ph.D.
ROBERT RENBERT WILSON, Ph.D.

* Died, December 3, 1955.

† Resigned, January 1, 1956.

Instructional Staff



MEMBERS OF THE GRADUATE SCHOOL FACULTY

The date denotes the first year of service at Duke University.

DONALD KEITH ADAMS, (1931) Ph.D. <i>Professor of Psychology</i>	2508 Cornwallis Road
JOHN RICHARD ALDEN, (1955) Ph.D. <i>Professor of History</i>	102 Faculty Apts., East Campus
LEWIS EDWARD ANDERSON, (1936) Ph.D. <i>Professor of Botany</i>	2020 Sunset Avenue
ROGER FABIAN ANDERSON, (1950) Ph.D. <i>Associate Professor of Forest Entomology</i>	2528 Perkins Road
JOSEPH RANDLE BAILEY, (1946) Ph.D. <i>Associate Professor of Zoology</i>	2117 Sprunt St.
KATHERINE MAY BANHAM, (1946) Ph.D. <i>Associate Professor of Psychology</i>	115 North Dillard Street
*PAUL FRANKLIN BAUM, (1922) Ph.D. <i>James B. Duke Professor Emeritus of English</i>	112 Pinecrest Road
CHARLES A. BAYLIS, (1952) Ph.D. <i>Professor of Philosophy</i>	601 East Markham Avenue
WILLIAM WALDO BEACH, (1946) B.D., Ph.D. <i>Professor of Christian Ethics</i>	100 Vineyard Street
JOSEPH WILLIS BEARD, (1937) M.D. <i>Professor of Surgery in Charge of Experimental Surgery; Associate Professor of Virology</i>	Route 3, Hillsboro, N. C.
ROLAND FREDERICK BECKER, (1951) Ph.D. <i>Associate Professor of Anatomy</i>	1010 Monmouth Avenue
FREDERICK BERNHEIM, (1930) Ph.D. <i>Professor of Pharmacology</i>	Woodridge Drive
MRS. MARY LILIAS CHRISTIAN BERNHEIM, (1930) Ph.D. <i>Associate Professor of Biochemistry</i>	Woodridge Drive
LUCIUS AURELIUS BIGELOW, (1929) Ph.D. <i>Professor of Chemistry</i>	131 Pinecrest Road
WILLIAM DWIGHT BILLINGS, (1952) Ph.D. <i>Associate Professor of Botany</i>	708 Louise Circle
MARTIN LEE BLACK, JR., (1930) M.B.A., C.P.A. <i>Professor of Accounting</i>	135 Pinecrest Road
MARTIN M. BLOCK, (1952) Ph.D. <i>Assistant Professor of Physics</i>	932 Lambeth Circle
HUGO LEANDER BLOMQUIST, (1920) Ph.D. <i>Professor of Botany</i>	922 Demerius Street
†EDWARD CLAUDE BOLMEIER, (1948) Ph.D. <i>Professor of Education</i>	217 Faculty Apartments

* Retired, August 31, 1955.

† Absent on sabbatical leave, fall semester, 1955-56.

- *CAZLYN GREEN BOOKHOUT, (1935) Ph.D.
Professor of Zoology 1307 Alabama Avenue
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Assistant Professor of Psychology 305 Francis Street
- BENJAMIN BOYCE, (1950) Ph.D.
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- CHARLES KILGO BRADSHAW, (1939) Ph.D.
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Associate Professor of Political Science 2614 Stuart Drive
- ROBERTA FLORENCE BRINKLEY, (1947) Ph.D.
Professor of English East Campus
- FRANCES CAMPBELL BROWN, (1931) Ph.D.
Associate Professor of Chemistry 1205 Dwire Place
- WILLIAM HUGH BROWNLEE, (1948) Th.M., Ph.D.
Associate Professor of Old Testament 2809 Fairview Road
- ROGER CONANT BUCK, (1953) B. Phil. (Oxon.)
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Assistant Professor of Economics 1208 Dwire Place
- WILLIAM H. CARTWRIGHT, (1951) Ph.D.
Professor of Education 942 Lambeth Circle
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- BENJAMIN GUY CHILDS, (1924) M.A.
Professor of Education 1019 West Markham Avenue
- KENNETH WILLIS CLARK, (1931) Ph.D.
Professor of New Testament Language and Literature 1308 West Markham Avenue
- ROMANE LEWIS CLARK, (1953) Ph.D.
Associate Professor of Philosophy 10, 5th Street and Markham Avenue
- PAUL HIBBERT CLYDE, (1937) Ph.D.
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- LOUIS DAVID COHEN, (1946) Ph.D.
Associate Professor of Psychology; Associate Professor of Medical Psychology 913 Monmouth Avenue
- FRANCIS W. COKER, (1955) Ph.D.
Visiting Professor of Political Science
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* Absent on sabbatical leave, 1955-56.

- *GEORGE H. COLLIER, (1951) Ph.D.
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* Resigned, January 31, 1955.

† Resigned, August 31, 1955.

‡ Absent on sabbatical leave, 1955-56.

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PAUL MAGNUS GROSS, (1919) Ph.D. <i>William Howell Pegram Professor of Chemistry</i>	3816 Dover Road, Hope Valley
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WILLIAM BASKERVILLE HAMILTON, (1936) Ph.D. <i>Professor of History</i>	2256 Cranford Road
PHILIP HANDLER, (1939) Ph.D. <i>Professor of Biochemistry and Nutrition</i>	2529 Perkins Road
†FRANK ALLAN HANNA, (1948) Ph.D. <i>Professor of Economics</i>	2239 Cranford Road
EARL THOMAS HANSON, (1946) Ph.D. <i>Assistant Professor of Political Science</i>	613 Swift Avenue
GEORGE THOMAS HARGITT, (1930) Ph.D., Sc.D. <i>Professor Emeritus of Zoology</i>	811 Watts Street
ELWOOD SCOTT HARRAR, (1936) Ph.D. <i>Professor of Wood Technology</i>	2228 Cranford Road
HORNELL NORRIS HART, (1938) Ph.D. <i>Professor of Sociology</i>	2535 Perkins Road
CHARLES CLEVELAND HATLEY, (1917) Ph.D. <i>Professor Emeritus of Physics</i>	708 Buchanan Boulevard
CHARLES ROY HAUSER, (1929) Ph.D. <i>Professor of Chemistry</i>	1020 Rosehill Avenue
DUNCAN CHARTERIS HETHERINGTON, (1930) Ph.D., M.D. <i>Professor of Anatomy</i>	K3B, University Apartments

* Absent on sabbatical leave, 1955-56.

† Absent on sabbatical leave, fall semester, 1955-56.

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- CALVIN BRYCE HOOVER, (1925) Ph.D., Litt.D.
James B. Duke Professor of Economics 1702 Duke University Road
- EDWARD CHARLES HORN, (1946) Ph.D.
Associate Professor of Zoology 2509 Cascadilla Street
- JAY BROADUS HUBBELL, (1927) Ph.D., Litt.D.
Professor Emeritus of English 121 Pinecrest Road
- WAYLAND ELROY HULL, (1953) Ph.D.
Assistant Professor of Physiology Apartment N-1, 819 Demerius Street
- HAROLD J. HUMM, (1954) Ph.D.
Assistant Professor of Botany 912 Monmouth Avenue
- DON DOUGAN HUMPHREY, (1945) Ph.D.
Professor of Economics 2802 Legion Avenue
- MRS. WANDA SANBORN HUNTER, (1947) Ph.D.
Associate Professor of Zoology 803 Second Street
- WILLIAM HENRY IRVING, (1936) B.A. (Oxon.), Ph.D.
Professor of English 2707 Legion Avenue
- HOWARD EIKENBERRY JENSEN, (1931) B.D., Ph.D.
Professor of Sociology 143 Pinecrest Road
- TERRY W. JOHNSON, JR., (1954) Ph.D.
Assistant Professor of Botany 825 Louise Circle
- EDWARD ELLSWORTH JONES, (1953) Ph.D.
Assistant Professor of Psychology;
Associate in Psychiatry 869 Louise Circle
- BRADY RIMBEY JORDAN, (1927) Ph.D.
Professor of Romance Languages 117 Pinecrest Road
- HENRY KAMIN, (1949) Ph.D.
Assistant Professor of Biochemistry Perkins Road
- GREGORY ADAMS KIMBLE, (1952) Ph.D.
Associate Professor of Psychology 1808 Hillcrest Drive
- JOHN KIRBY-SMITH, (1955) Ph.D.
Visiting Professor of Zoology
- SIGMUND KOCH, (1942-47; 1948) Ph.D.
Professor of Psychology Psychology Dept.
- †SEYMOUR KORKES, (1953) M.D.
Associate Professor of Biochemistry 2311 Pickett Road
- CLARENCE FERDINAND KORSTIAN, (1930) Ph.D.
Professor of Silviculture 4 Sylvan Road
- PAUL JACKSON KRAMER, (1931) Ph.D.
James B. Duke Professor of Botany 2251 Cranford Road
- WILLIAM R. KRIGBAUM, (1952) Ph.D.
Assistant Professor of Chemistry 2015 Woodland Drive
- CHARLES ALBERT KRUMMEL, (1922) Ph.D.
Professor Emeritus of German 2118 Englewood Avenue
- *GEORGE FREDERICK KUDER, (1948) Ph.D.
Professor of Psychology 2516 Perkins Road

* Absent on sabbatical leave, 1955-56.

† Died, December 11, 1955.

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Associate Professor of Anthropology 1311 Alabama Avenue
- CHARLES EARL LANDON, (1926) Ph.D.
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- *JOHN TATE LANNING, (1927) Ph.D.
Professor of History 3007 Surrey Road, Hope Valley
- WILLIAM THOMAS LAPRADE, (1909) Ph.D.
Professor Emeritus of History 1108 Monmouth Avenue
- JOHN E. LARSH, (1955) Ph.D.
Visiting Lecturer in Parasitology Chapel Hill, N. C.
- RICHARD HEALD LEACH, (1955) Ph.D.
Visiting Lecturer in Political Science
- HAROLD WALTER LEWIS, (1949) Ph.D.
Associate Professor of Physics 2307 Sprunt Street
- †OSKAR HELGE LUNDHOLM, (1930) Ph.D.
Professor of Psychology 803 Second Street
- *LIONEL WILFRED MCKENZIE, JR., (1948) B.Litt., (Oxon.), M.A.
Associate Professor of Economics 1811 Forest Road
- JONATHON COLLINS MCLENDON, (1952) Ph.D.
Associate Professor of Education 944 Lambeth Circle
- ALAN KREBS MANCHESTER, (1929) Ph.D.
Professor of History 2016 Myrtle Drive
- JOSEPH ELDRIDGE MARKEE, (1943) Ph.D.
James B. Duke Professor of Anatomy 1015 Demerius Street
- *SIDNEY DAVID MARKHAM, (1947) Ph.D.
Associate Professor of Art History and Archaeology 919 Urban Avenue
- GEORGE W. NACE, (1951) Ph.D.
Assistant Professor of Zoology 2021 Pershing Street
- AUBREY WILLARD NAYLOR, (1952) Ph.D.
Associate Professor of Botany 881 Louise Circle
- GLENN ROBERT NEGLEY, (1946) Ph.D.
Professor of Philosophy 1700 Shawnee Street
- ERNEST WILLIAM NELSON, (1926) Ph.D.
Associate Professor of History 939 Lambeth Circle
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* Absent on sabbatical leave, spring semester, 1955-56.

† Died, July 9, 1955.

‡ Absent on sabbatical leave, fall semester, 1955-56.

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† Died, August 27, 1955.

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JAMES L. McALLISTER, JR. A.B., University of North Carolina; B.D., Yale Divinity School	Religion	Roper, N. C.
MAX E. POLLEY A.B., Albion College; B.D., Duke Divinity School	Religion	Niles, Mich.
JOHN W. STEWART A.B., University of Georgia; B.D., Texas Christian University	Religion	Carrollton, Texas

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Licentiate in Microbiology and Clinical Chemistry,
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Admission



TO GRADUATE SCHOOL. Admission may be granted to a student who has received an A.B. or B.S. degree from an accredited institution after a four-year course of study. The undergraduate record should be well-rounded and of such quality as to give positive evidence of capacity for success in graduate study.

To apply for admission, the student must submit the following documents: (a) An official application form completely filled out; (b) An official transcript of all his college or graduate work, to be forwarded directly from the Registrar of his college to the Dean of the Graduate School at Duke University. Transcripts sent directly by the applicant are not acceptable. (c) Two or three letters of recommendation, to be furnished by persons best qualified to judge the applicant as a prospective graduate student. (d) The submission of scores on the Graduate Record Examination is required under the following conditions: (1) for all applicants for graduate work in the departments of Biochemistry, Economics, and Psychology; (2) when an applicant has taken the examination prior to his application to graduate study; (3) when requested by the Admissions Officer to assist him in arriving at a decision as to the admission of the applicant. If the other documents of the applicant are satisfactory, he may be granted "provisional" admission until the Graduate Record Examination scores are submitted and accepted. Arrangements to take this examination can usually be made through officials of the student's college, or by correspondence with the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

APPLICATION PROCEDURE. A student desiring admission to the Graduate School, should request official application blanks from the Dean. These should be filled out fully and returned at the earliest moment. The other documents needed to complete the application, namely, transcripts, letters of recommendation, and, if required, the Graduate Record Examination scores, must be forwarded directly from the institutions or individuals to the Dean of the Graduate School. In no case will such documents be accepted from the student.

The application and all supporting documents should be submitted to the Dean of the Graduate School not later than August 1 by those applying for the fall semester, or January 1 by those applying for the spring semester. It is difficult to process properly applications received after these dates. It is the student's responsibility to make certain that his application is complete and in order before the dates specified.

When the application is approved, the student will receive a letter of admission, giving the date by which he must notify the Dean of the Graduate School of his intention to enroll for the term for which he is granted admission. In the event the application is not approved, the student will be informed by letter of this fact.

Admission, once granted, is valid only for the term or year specified. Should a student be unable to enter the Graduate School at that time but wishes to be admitted to a subsequent term within a two year period, he must notify the Dean of the Graduate School of this fact and bring his application up to date. If he re-applies after two years from the date when first admitted, the student must follow the procedure used for an original application.

Foreign Students

It is the policy of the Graduate School to admit qualified foreign students to course work and in many instances to candidacy for a degree. In making application the student should follow the same procedures as are required of all other graduate students.

The foreign student whose native language is not English must submit, with his application, a statement by a qualified official that the applicant can read, write, speak, and understand English well enough to pursue a program of graduate study. If the applicant is deficient in this respect he must remove his deficiency before he can be accepted in the Graduate School. He must also present a statement certified by a responsible official that his finances are sufficient to maintain him during his stay at Duke University. Unless specific arrangements have been made for a scholarship, the student must pay the regular fees.

Registration

Once the student has received notification of his admission to the Graduate School, but not until then, he may present himself for registration. During the registration periods, announced in the *Bulletin*, he first confers with the Director of Graduate Studies of his major department, who prepares an Approval Card, listing the course work to be taken during the semester. The student then presents this Approval Card to the Graduate School, which enrolls him officially in his courses.

WHO MUST REGISTER. (1) All students who enter course work or residence for credit; (2) all students who have completed minimum requirements for the Ph.D. degree, but continue to use the

facilities of the University in their research; (3) all students who wish merely to "audit" a course or courses.

LATE REGISTRATION. All students are expected to present themselves for registration at the time stated in the *Bulletin*. *Those registering after the close of the announced registration period will be charged a late registration fee of five dollars.*

Degrees Offered



THE Graduate School of Arts and Sciences now offers the following degrees: The Master of Arts (A.M.), The Master of Education (M.Ed.), The Master of Arts in Teaching (M.A.T.), The Doctor of Philosophy (Ph.D.), and The Doctor of Education (Ed.D.).

Regulations Concerning Master's Degrees

RESIDENCE REQUIREMENTS. Candidates for all Master's degrees must spend, as a *minimum*, one full academic year in residence at Duke University. Often more time will prove necessary, depending upon the nature of the student's research problem and upon the student himself. Students who wish to complete their degrees wholly by summer work must be in residence for 30 weeks, and present 30 semester hours of registered credit.

CANDIDACY FOR THE MASTER OF ARTS DEGREE. To be considered as a candidate for a Master's degree (A.M., M.Ed., M.A.T.), the graduate student must (1) have made passing grades in all courses taken during the first period of residence. (If he registers for fewer than 12 semester hours of graduate courses during his first period of residence, he must make passing grades on the initial 12 hours of graduate courses), (2) have made a grade of "G" or "E" on at least 3 semester hours of this work, and (3) have received the approval of the major department (or in the case of the M.A.T., of the supervisory committee).

TRANSFER OF GRADUATE CREDITS. Credit for graduate course work earned at another institution will be determined only after a student has spent one semester at Duke University. After completing his first semester, the student should file a request that his credits be reviewed and a decision made.

Under certain circumstances a maximum credit of 6 semester hours may be allowed for graduate courses completed elsewhere. The acceptance of credit up to this amount, however, will not reduce the minimum period of full-time registered residence at Duke University.

With the approval of both the student's major department and the Dean of the Graduate School, a student who is granted such transfer credit may be permitted to register for as much as 12 semester hours of thesis research instead of the usual 6 semester hours. Or he may

be permitted to fill out his schedule with as much as 6 semester hours of further undergraduate training or 6 semester hours of required language courses on the undergraduate level. In no case will credit be allowed for extension or correspondence courses.

TIME LIMITS FOR COMPLETION OF MASTER'S DEGREES. The candidate for a Master's degree must complete all of the requirements within a period of six calendar years from the date of his initial registration. Credits earned over a longer period of time cannot be credited toward a degree.

THE THESIS. The thesis should demonstrate the student's ability to collect, arrange, interpret, and report pertinent material on his special research problem. Although a publishable document is not required, the thesis must be written in an acceptable style and should exhibit the student's competence in scholarly methods and procedures.

The Master of Arts Degree

UNDERGRADUATE PREREQUISITE. As a prerequisite to graduate study in his major subject, the student must have completed a *minimum* of 12 semester hours of approved college courses in that subject, and 12 additional semester hours in that subject or in related work. Since some departments require more than 12 semester hours, the student should read carefully the special requirements listed by his major department, which are included as headnotes to the course offerings in the *Bulletin*.

LANGUAGE REQUIREMENTS. The candidate for the A.M. degree must have a reading knowledge of at least one foreign language. (The several departments reserve the right to specify which foreign languages are acceptable.) The language requirement may be satisfied in either of two ways: (1) by passing an examination, officially conducted by the appropriate foreign language department at Duke University, or (2) by a transcript showing the completion of the third college year of one language, or the second college year of each of two acceptable foreign languages. Special language courses are offered during the regular semester for students who do not have sufficient undergraduate training in languages to satisfy alternative (2) and who are not prepared at the time of entry into graduate work to pass the language examination when it is first offered. Inquiries concerning this course should be made at the time of registration*.

MAJOR AND MINOR SUBJECT In his graduate work, the student must present acceptable marks for a minimum of 24 semester hours of graduate courses. Of these, at least 12 semester hours must

* See page 42 for further information.

be in the major subject. The student must take a minimum of 6 semester hours in a minor subject which is approved by his major department. The remaining 6 semester hours of the necessary 24 may be taken in either the major or minor department, or in another approved by the major department and by the Dean of the Graduate School. In addition to these he must present a thesis, which carries a credit of 6 semester hours. Thus, his earned credit for the degree totals a minimum of 30 semester hours.

REGULATIONS AND PROCEDURES. On or before November 15 of the academic year in which the degree is expected to be conferred, the student must file with the Dean of the Graduate School, on the official form, the title of the thesis. This title must have the approval of the Director of Graduate Studies in the major department, and of the professor under whose direction the thesis will be written.

The student who completes all of his work for the degree and who expects to receive it at the regular commencement exercises in June, must so notify the Graduate School office before the March 15 preceding.

Four bound, typewritten copies of the thesis must be submitted, in approved form, to the Dean of the Graduate School on or before May 1 preceding the June commencement at which the degree will be conferred. The copies will then be distributed to the several members of the examining committee. As specified by the Graduate Faculty, the thesis must be typed on the following grades of paper: the original must be green-lined paper of at least sixteen pound weight; the three copies must be on paper of at least thirteen pound weight. Both grades must be of seventy-five per cent rag content.

THE EXAMINING COMMITTEE AND THE EXAMINATION. After consultation with the professor who has directed the thesis, the Dean of the Graduate School appoints an examining committee composed of the director of the thesis and two other members of the Graduate Faculty, one of whom must be from a department other than that of the major.

The candidate appears before this committee for an examination which lasts for about one and one-half hours. The subject matter covered in the examination is usually restricted to the thesis and to the major field.

If the candidate passes his examination, the examining committee certifies this fact by signing the title page of the thesis. The candidate then returns the original and one carbon copy of the thesis to the Dean of the Graduate School, who deposits them in the University Library.

The Master of Education Degree

PREREQUISITE. The degree of Master of Education is granted ordinarily only to teachers or to others engaged in educational work.

Before a student is admitted to graduate study for this degree, he should have completed, on the undergraduate level, a minimum of 18 semester hours of approved work in education, including courses in Educational Psychology, and courses in the History of Education, Educational Sociology, or School Administration.

Early in the program of his work, the student must pass two examinations: (1) a test of general ability, and (2) a test designed to determine his ability to write acceptable English. Before the degree is conferred the student must also present evidence testifying to at least two years of teaching experience, gained either before his admission to course work, or concurrently with it.

REQUIREMENTS FOR THE DEGREE. The M.Ed. degree may be earned either with or without the presentation of a thesis:

WITHOUT THESIS: Students who elect this plan must present a total of 30 semester hours of credit. Twelve hours of this required work must include the four basic courses: Education 204, 210, 217, and 235. If a student, by examination, can demonstrate his competency in the subject matter of two of these courses, he may be granted exemption from the required work in these courses. In no case may he claim exemption from more than two.

Other requirements are: a departmental major (i.e., in Elementary Education, Public School Administration, Public School Supervision, or Secondary Education) of at least 12 semester hours, and a minor of at least 6 semester hours in a department other than Education. Toward the end of his residence the student must pass a comprehensive examination on his departmental major and on the content of the four basic courses. Permission to take such examinations must be obtained from the Director of Graduate Studies of the Department of Education, and a notice of intention must be filed with him at least three weeks before the announced dates of the examination.

WITH THESIS: Students who elect this plan are permitted to substitute a thesis for 6 semester hours of the required course work. He must present a thesis subject approved by the Professor of Education who intends to direct it, and by two other members of the staff in Education, including the Director of Graduate Studies. Two of the three members of the approving committee must be permanent members of the Duke University Graduate Faculty. The title of the thesis must be filed with the Dean of the Graduate School on or before November 15 of the academic year in which the degree is expected to be conferred.

In addition to the thesis, the student must present at least 24 semester hours of course credit. Of these, 6 semester hours must be earned in *two* of the basic courses in the Department: Education 204, 210, 217, or 235. Twelve semester hours must be taken in the student's departmental major.* The remaining 6 semester hours must constitute a minor taken outside of the Department of Education.

The examination on the thesis is similar to that for the Master of Arts degree.

The Master of Arts in Teaching Degree

PREREQUISITES. The degree of Master of Arts in Teaching is designed for teachers already in service and for recent graduates of Liberal Arts colleges who wish to enter public school teaching.

A student should normally have completed a minimum of 12 semester hours in his proposed major subject and an additional 12 semester hours in that or related subjects. In the event that a student wishes to undertake a graduate major different from the undergraduate major, the prerequisites may be modified upon the recommendation of the student's committee and the approval of the Dean of the Graduate School.

PROGRAMS FOR THE DEGREE. One of two programs may be arranged, in consultation with the student's committee:

A. A major in Education of 18 to 24 semester hours and 6 to 12 hours in non-education courses.

B. A major in non-education courses of 18 to 24 semester hours and 6 to 12 semester hours in Education.

In both programs a minimum of 30 semester hours is required.

The non-education courses are to be taken in one or more subjects ordinarily taught in the secondary schools. The amount and distribution of this work will be determined by the needs of the individual student.

The Master of Arts in Teaching may be earned with or without the presentation of a thesis. If a student, in consultation with his committee, elects to present a thesis, 6 semester hours of the total of 30 semester hours required will be allotted to thesis research. He will then be required to complete 24 semester hours of course credits. The regulations concerning the writing and submission of the thesis, and the examination of it, are the same as those governing the thesis for the Master of Arts degree. Candidates for the Master of Arts in Teaching who have not had teaching experience are required to take Education 215-216 (see description of this course on page 71).

* Those who expect to attend Summer Sessions should consult the statement on page 61 regarding course requirements.

THE COMMITTEE. Each candidate for the degree will be assigned a committee, appointed by the Dean of the Graduate School, to plan his program of study. This committee will consist of three members, at least one of whom will be from the Department of Education, and at least one from another department. The chairman of the committee will normally be chosen from the department of the major.

The Doctor of Philosophy Degree

The Ph.D. degree is essentially a research degree. Although course work is a necessary part of the student's program, the mere accumulation of course credits will not be sufficient for attaining this degree. The granting of the Ph.D. is based primarily upon the student's knowledge of a specialized field of study and upon the production of an acceptable dissertation embodying the results of original research.

Before undertaking a program of advanced work toward the Ph.D., the student should consult with the Dean of the Graduate School or the Director of Graduate Studies in his major department to determine the possibility of securing necessary instruction and supervision of research in his field of specialization.

REQUIREMENTS FOR THE PH.D. DEGREE. The formal requirements, discussed in detail below, for the Ph.D. degree are as follows: (1) foreign languages; (2) major and minor courses; (3) supervisory committee for program of study; (4) residence; (5) preliminary examination; (6) dissertation; (7) final examination.

FOREIGN LANGUAGES. Normally, a reading knowledge of both French and German is required. Such knowledge is evidenced by the passing of an examination conducted by the appropriate language department at Duke University, in cooperation with the student's major department.*

The Reading, Vocabulary, and Grammar Tests in French and German, given on the first day of registration each year, are open to all entering graduate students. The tests are not required, but those students whose undergraduate preparation has included courses in foreign languages are encouraged to take one, or both, of the tests. If a student demonstrates adequate skill in a given language, he will be certified as having satisfied the language requirement without further examination. The student who does not demonstrate such skill will be given advice, based on an analysis of his test performance, as to the nature and amount of preparation desirable before he takes the regular language examination administered by the language departments.

During the fall semester a special course, designed to assist graduate

* See pp. 5 and 6 for the schedule of language examinations.

students in acquiring a reading knowledge of French, is given for three hours a week. A similar course in German is given during the spring semester. These courses carry no graduate credit. In order to register for either of the courses, a student must reduce his normal load of graduate courses by three semester hours, with no reduction in fees. Students deficient in languages are urged to take these courses which have been planned solely to meet their needs. No auditors are allowed in the special language courses.

With the permission of the major department, and with the approval of the Dean of the Graduate School, a student may be allowed to substitute for either of these another language which has a definite relation to the candidate's program of work for the Ph.D. degree. By rule of the Graduate School Faculty, language examinations must be passed before a student takes his preliminary examination. Some departments require the student to master these languages early in the graduate program.

MAJOR AND MINOR. The student's program of study necessarily demands substantial concentration on courses in his major department. Enough work must be taken in another department to constitute an acceptable minor. Exceptions which permit both the major and minor within the same department are allowed only by the special permission of the Dean of the Graduate School.

COMMITTEE TO SUPERVISE THE PROGRAM OF STUDY. Ordinarily, during the student's third semester of graduate work a supervisory committee of five members is appointed by the Dean of the Graduate School. This committee, with the professor who is to direct the student's research serving as chairman, formulates the program of study, which is submitted to the Dean of the Graduate School for his approval. Of the five members, one must be from a department (usually the minor) other than the major department. This committee, with occasional necessary changes, serves also as the examining committee for both the preliminary and the final Ph.D. examinations.

RESIDENCE. The normal period of residence is not less than three full academic years beyond the A.B. or B.S. degree. A student who already has his A.M. degree may be allowed one year of residence for it, and thus will need to spend a minimum of two additional years in residence.* In unusual cases, a student who has spent the first two years in residence at Duke University may be allowed to take his third year of residence at some other accredited institution. This can be done only with the approval of the major department and of the Dean of the Graduate School. It should be understood that either the first two years or the last year must be spent in actual residence at Duke.

* See page 48 for rules regarding transfer of graduate credit.

Occasionally, because of undergraduate deficiencies, a student may need to spend additional time beyond the minimum residence in preliminary courses (for which he will not receive residence credit) as a background for certain aspects of his graduate program.

Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

CREDIT FOR SUMMER WORK. With the approval of the major department and of the Dean of the Graduate School, credit for a maximum of one year's residence may be granted for work completed in Summer Sessions. A full schedule of summer courses, carried for six weeks, constitutes one-fifth of a year's residence credit.

PRELIMINARY EXAMINATION. Near the end of the second academic year of graduate work (or in special cases early in the third year) the student must take his preliminary examination, which ordinarily covers the field of both his major and minor. Conducted by his Supervisory Committee, the examination is oral, or written, or both, as determined by the Committee. *Upon passing this examination, and not until then, the student is accepted as a candidate for the Ph.D. degree.* Transfer students who may already have passed a preliminary examination at another university must nevertheless take the examination at Duke.

PRIVILEGE OF RE-EXAMINATION. Should the student fail the preliminary examination, he may apply, with the consent of his Supervisory Committee and of the Dean of the Graduate School, for the privilege of a second examination to be taken no sooner than six months after the date of the first. Failure on the second examination will render the student ineligible to continue his program for the Ph.D. degree at Duke University.

THE DISSERTATION. The dissertation is expected to be a mature and competent piece of writing, embodying the results of significant and original research.

The subject for the dissertation must receive the written approval of both the Director of Graduate Studies of the student's major department and of the professor who directs the dissertation. The title of the dissertation must be filed with the Dean of the Graduate School on or before October 15 preceding the June commencement at which the degree is expected to be conferred.

The dissertation must be completed to the satisfaction of the professor who directs it; and four bound, typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before April 15 preceding the June commencement when the degree is to be conferred.

As specified by the Graduate Faculty, the dissertation must be typed on the following grades of paper: the original must be green-lined paper of at least sixteen pound weight; the three copies must be on paper of at least thirteen pound weight. Both grades must be of seventy-five per cent rag content.

The form of the title page must be approved by the major department and by the Dean of the Graduate School.

A biographical sketch of the author of the dissertation must be bound in at the end of each copy. Ten copies of a brief summary must be submitted with the dissertation.

After the final examination the original and the first carbon copy of the approved dissertation are returned to the Dean of the Graduate School for deposit in the University Library.

DISSERTATION FEE AND PUBLICATION REQUIREMENT.

Not later than May 1 preceding the June commencement when the degree is to be conferred, the candidate must deposit with the Treasurer of the University, a dissertation fee of \$50.00. Should the dissertation be published in a form satisfactory to the professor under whom it was written, and to the Dean of the Graduate School, within a period of three years from the date of the degree, the deposit fee will be returned to the student.

Three copies of each published dissertation must be deposited with the Dean of the Graduate School, as provided by the regulation of the Graduate School Faculty. A suitable abstract or one or more articles in published form may be accepted as satisfying the publication requirements. Three copies of each of these must be deposited with the Dean of the Graduate School.

If the dissertation is not published within a three-year period under the conditions stated above, the deposit fee is forfeited and is credited to a Special Dissertation Fund, which is used for subsidizing the publication of such dissertations as are recommended by the Graduate School Faculty.

FINAL EXAMINATION. The final oral examination shall be primarily on the dissertation. Questions may, however, be asked in the candidate's major field. Normally, one year must elapse between the dates of the preliminary and the final examinations.

If a student fails his final examination, he may be allowed to take it for a second time, but not sooner than six months from the date of his first. Permission to take the second examination must be obtained from the professor who directed the dissertation and from the Dean of the Graduate School. Failure to pass the second examination renders the student ineligible to continue work for the Ph.D. degree at Duke University.

The Doctor of Education Degree

The Doctor of Education is a professional degree planned for those who are, or intend to become, school administrators, supervisors, directors of instruction, curriculum consultants, or college teachers of education.

ADMISSION. The candidate for the Ed.D. degree must meet the same requirements for admission to the Graduate School as the candidate for the Ph.D. degree. In addition to these uniform requirements, the candidate for the Ed.D. (1) must have had at least two years' experience in educational work; (2) must present strong letters of appraisal and recommendation from persons well qualified to speak with authority of his abilities; and (3) must present himself, if possible, for a personal interview. The Standing Committee on the Ed.D. degree reserves the right to insist upon an interview.

RESIDENCE. A minimum period of residence equivalent to three academic years beyond the A.B. or B.S. degree is required for the Ed.D. degree. Either the first two years or the last year must be taken at Duke, and the candidate must spend at least two consecutive semesters at Duke. Occasionally, because of undergraduate deficiencies, a student may need to spend additional time beyond the minimum residence in preliminary courses (for which he will not receive residence credit) as a background for certain aspects of his graduate program.

Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

ACCEPTABLE MARKS ON FIRST YEAR'S WORK. In order to be considered for candidacy for the Ed.D. degree, the student must have passed all of his course work in the first year of graduate study; on at least 9 semester hours he must have made a grade of "G" or better.

PRELIMINARY EXAMINATION. By the end of his second year of residence the candidate for the Ed.D. degree will take a preliminary examination similar in scope to that described for the Ph.D. degree. Only after he passes this examination, will he be considered a candidate for the degree.

PROGRAM OF WORK. The candidate for the Ed.D. degree will choose as his major field either Educational Administration and Supervision or Curriculum and Instruction.

Candidates in Administration and Supervision will take approximately twenty-four semester hours in that field, including the seminar in School Administration. In addition, they will take approximately twenty-four semester hours in other professional courses and a minor

of at least twenty-four semester hours chosen from economics, law, political science, psychology and sociology.

Candidates in Curriculum and Instruction will take approximately twenty-four semester hours in Curriculum and Instruction. In addition, they will take from twelve to twenty-four hours in other professional courses, and a minor of from twenty-four to thirty-six hours in the humanities, the natural sciences, or the social sciences, exclusive of professional education.

The program of work for each candidate must be approved by the Standing Committee for the Ed.D. degree.

DISSERTATION. The candidate must write a dissertation, for which the formalities of presentation, including its defense in a final examination, are the same as those for the Ph.D. degree. The type of dissertation will depend upon which of the following plans the candidate adopts.

Plan "A." A candidate choosing Plan "A" will write a dissertation which is expected to be a mature and competent piece of writing, embodying the results of significant and original research. It must be, in essence, a contribution to knowledge.

Plan "B." A candidate choosing Plan "B" will serve at least a year in an administrative post, or a teaching position in an elementary or secondary school, subsequent to the completion of the second year of residence. His dissertation may be concerned with a problem, or several closely related problems, growing out of this experience. Although the dissertation written under Plan "B" is of a practical nature, it must demonstrate the candidate's ability to investigate and report on a significant phase of education in his major field.

DISSERTATION FEE AND PUBLICATION REQUIREMENT. The dissertation fee and the publication requirement are the same as those for the Ph.D.

General Regulations

SIZE OF CLASSES. Classes which carry graduate credit are limited in size to twenty-five students. In exceptional cases this regulation may be modified, but only by permission of the Executive Committee of the Graduate School Faculty on the recommendation of the department concerned.

GRADING OF GRADUATE STUDENTS. Grades in the Graduate School are as follows: "E," "G," "S," "F," and "Inc." "E" (exceptional) is the highest mark. "G" (good) and "S" (satisfactory) are the remaining passing marks. "F" (failing) is below passing, and "Inc." (incomplete) indicates that some portion of the student's work is missing, for a satisfactory reason, at the time the grades are made

out. The professor who gives an "Inc." specifies the date by which time the student must have made up the deficiency. In no case may an extension be granted beyond one calendar year from the date the course ended. No residence credit can be granted for that portion of a student's program which lapses because of incomplete marks.

CHARGE FOR REQUESTED TRANSCRIPTS. A student who wishes to transfer his credits from Duke University to another institution is entitled to one free transcript of his record. A fee of one dollar, payable in advance, is charged for each additional copy.

TRANSFER OF GRADUATE CREDITS. Credit for graduate course work earned at another institution will be determined only after a student has spent one semester at Duke University. After completing his first semester, the student should file a request that his credits be reviewed and a decision made.

WITHDRAWAL FROM GRADUATE SCHOOL. If a student wishes to withdraw from the Graduate School, he should notify both the Director of Graduate Studies in his major department and the Dean of the Graduate School prior to the date of his expected withdrawal. When withdrawal occurs during the first 14 days of a semester, a refund of tuition and fees less \$25.00 may be made to the student.

WITHDRAWAL FROM GRADUATE COURSES. If a student wishes to withdraw from a graduate course, he must obtain in advance the approval of the Director of Graduate Studies and the Dean of the Graduate School.

GRADUATE CREDIT EARNED BEFORE A.B. DEGREE IS GRANTED. Ordinarily no credit for graduate courses earned before a student has been awarded his A.B. or B.S. degree will be allowed. However an undergraduate student at Duke University, who, at the beginning of a semester, lacks no more than 9 semester hours for fulfilling the requirements for the A.B. or B.S. degree, may obtain permission from the Dean of the Graduate School to enroll for graduate courses sufficient to bring his total program to fifteen hours a week. Such graduate courses will be credited toward the A.M., M.Ed., or M.A.T., provided that the student meets the requirements for admission to the Graduate School, and that he is duly registered in the Graduate School at the beginning of that term.

Awards and Fees



Fellowships, Scholarships, and Assistantships

FOR the encouragement and financial assistance of graduate students of high character and marked ability, Duke University has established a considerable number of fellowships, scholarships, and assistantships. The stipends for these range from \$400 to \$2,000. Holders of grants pay tuition and other fees regularly required of all graduate students.

Fellows and scholars pay full tuition and fees and are registered for a full schedule of course work and receive full residence credit. In general, assistants pay four-fifths tuition and fees, are registered for a four-fifths schedule, and receive four-fifths residence credit.

APPLICATION FOR GRANTS. Applications for these grants, along with all supporting documents, must be submitted on or before March 1. Notification of awards is made about April 1. Late applications will be considered, should any vacancies occur in the list of appointees. No appointment is made for longer than one academic year.

Further information and application forms may be obtained from the Dean of the Graduate School, Duke University.

Grants offered for 1956-57 are:

FELLOWSHIPS. One Angier Duke Memorial Fellowship of \$2,000; one Ottis Green Foundation Fellowship in Humanities or Social Sciences of \$1,600; three Gurney Harriss Kearns Fellowships in Religion of \$1,600; University Fellowships ranging from \$1,000 to \$1,800.

GRADUATE SCHOLARSHIPS. Graduate Scholarships of \$1,000 to \$1,500 for first-year graduate students who plan to enter the basic fields of Arts, Sciences, and Social Studies; University Scholarships ranging from \$400 to \$1,500.

GRADUATE ASSISTANTSHIPS. Appointments as Departmental Assistants and readers carry a total stipend in the range of \$800 to \$2,000. The value of the stipend is determined by the fraction of time given to assisting, the qualifications of the assistant, and the nature of work assigned.

RESEARCH ASSISTANTSHIPS. Appointments for pre-doctoral candidates whose special training and qualifications enable them to

serve as assistants to individual staff members in certain departments. Stipends range from \$400 to \$2,000 based on the assisting time required.

Appointments to qualified, advanced students as Research Associates, Research Fellows, and Research Scholars. Stipends range upward from about \$1,200.

CHARLES W. HARGITT RESEARCH FELLOWSHIP IN ZOOLOGY. The Charles W. Hargitt Fellowship in Zoology is limited to research in the field of cellular studies. It is primarily for post-doctoral applicants and established investigators on sabbatical leave who desire to engage in full-time research. The stipend will vary, depending upon previous training and experience, but in general will provide an income equivalent to that of a first year instructor and may be higher in the case of established investigators.

The recipient will have no departmental duties, but space and facilities will be provided.

The fellowship may occasionally be granted to a pre-doctoral applicant in his final year of graduate work who has met all degree requirements other than completion of research, and whose research gives promise of unusual merit.

Appointment is for one year with the possibility of reappointment. Inquiries and applications should be made to Dr. Henry S. Roberts, Department of Zoology, Duke University, Durham, North Carolina.

FELLOWSHIPS AND GRADUATE SCHOLARSHIPS IN FORESTRY. Information regarding special fellowships and graduate scholarships in forestry may be obtained from the Dean of the School of Forestry, Duke University, Durham, North Carolina.

PAYMENTS TO HOLDERS OF GRANTS. Payments of stipends to all graduate students holding fellowships, scholarships and graduate assistantships for the academic year are made by the University Treasurer in eight monthly installments payable on the 20th of each month beginning October 20th. Arrangements may be made to pro-rate tuition charges on the same basis.

Tuition, Fees, and Expenses

GENERAL FEES IN THE ACADEMIC YEAR. The following table shows the general fees and charges collected from all students. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester. No student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

Tuition, per semester.....	\$225.00
General Fee,* per semester.....	60.00
Athletic Fee, not including Federal Tax, Optional, per year, payable in the fall semester	10.00
Room-rent—See detailed statement below.	
Special Dissertation Fee, payable by candidates for the Ph.D. degree, on or before the May 1 preceding the granting of the degree.....	50.00

* General Fees, in lieu of most special charges, include the following fees: Matriculation. Medical, Library, Damage, Commencement, Diploma, and an average of the Laboratory and Materials Fees.

Living Accommodations

Women graduate students occupy Epworth Hall, which provides facilities for fifty-seven women, on the Woman's College Campus. Dining hall facilities are not available in Epworth Hall. Meals may be had in the cafeterias of the Unions. The rental charge for a single room is \$250.00 for the academic year, or \$125.00 each semester. The rental charge for a double room is \$400.00 for the academic year, or \$100.00 for each occupant each semester. There are no lodging facilities on campus for married couples. Such students should plan to arrange for rooms or apartments in private homes in the city. The Housing Bureau maintains a file of rooms and apartments listed with it for rental. Students may use this file as an aid to locating suitable lodging accommodations.

The Men's Graduate Center is available to men of the graduate and professional schools. It has facilities for four hundred men, complete with lounges, study rooms, recreational rooms, post office and dining hall. The rooms are equipped for two persons and the rental charge for a double room is \$350.00 for the academic year, or \$87.50 for each occupant each semester.

Rooms are rented for a period of not less than one semester, or in the case of a medical student, one quarter, and without special arrangements, the rate is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made through the Housing Bureau only after official acceptance for admission to the University. A \$25.00 room deposit is required of each applicant before a room reservation is made. The initial room deposit is effective during the student's residence in the University if attendance is continuous in regular academic years.

This deposit will be refunded under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of his room through the Housing Bureau and has settled all of his account with the Treasurer.

A resident student, in order to retain his room for the succeeding academic year, must make application at the office of the Housing Bureau for confirmation of the reservation in accordance with the plan that is published during the school year.

Any exchange of rooms must be arranged at the Housing Bureau. Persons exchanging rooms without the approval of the Housing Bureau will be subject to charges for both rooms.

The authorities of the University do not assume responsibility for the persons selected as roommates. Each student is urged to select his roommate when the room is reserved.

Beds and mattresses (39"x74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets, and pillows. Rugs, totaling not more than 54-square-feet, study lamps, and curtains are permissible, and if desired, are furnished by the room occupants.

Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when room reservations are made. Occupants are expected to abide by these regulations.

BOARD. Food service on both the Woman's College Campus and the West Campus is cafeteria style. The cost of meals approximates \$1.75 to \$2.25 per day, depending upon the need and taste of the individual. The dining facilities on the West Campus include three cafeterias with multiple choice menus, and, in addition, the Oak Room, where full meals and *a la carte* items are served. The Men's Graduate Center has a cafeteria open at meal hours, and a coffee lounge which is open until 11:00 P.M. The prices are the same as in the West Campus Union.

ESTIMATED EXPENSES IN THE ACADEMIC YEAR. The necessary expenses of a graduate student are moderate. The University dormitories and Unions provide comfortable and wholesome living conditions at a minimum cost. Incidental expenses for recreation, traveling, clothes, and other items naturally depend on the tastes and habits of the individual. The table below lists the necessary college expenses for one year for a full program of work:

	<i>Low</i>	<i>Moderate</i>	<i>Liberal</i>
Tuition	\$ 450	\$ 450	\$ 450
General Fee.....	120	120	120
Room rent	175	200	225
Board	425	475	525
Laundry	30	40	50
Books	30	40	50
	<u>\$1230</u>	<u>\$1325</u>	<u>\$1420</u>

SPECIAL CHARGES FOR TEACHERS AND OTHERS. In order to assist North Carolina teachers in their professional preparation, Duke University grants a special tuition rate to members of the faculties of neighboring public schools and colleges, currently engaged in full-time teaching while taking courses in the Graduate School of Arts and Sciences.

Other persons eligible for these special fees include full-time employees of Duke University who are paid on a monthly basis throughout the year, ministers of neighboring churches, and wives of Duke faculty members. In no instance do these reduced rates apply to teachers and ministers while on leave of absence.

Such persons may enroll for one or two courses (in no case totalling more than 7 semester hours per semester) upon the payment of a fee of \$5.00 for registration for each semester and a tuition fee of \$7.50 per semester hour of credit.

These special fees do not apply to the holders of fellowships, scholarships, or assistantships, or to part-time instructors.

The student must meet the same admission standards required of all graduate students. No more than two-fifths residence credit per year may be earned under this reduced-tuition arrangement.

Facilities for Graduate Study



The Libraries

THE University Libraries contained 1,198,878 volumes on July 1, 1955. In addition to the collections in the General Library, there are eight school and departmental libraries: Divinity, 71,803 volumes; Engineering, 22,997 volumes; Law, 105,316 volumes; Medical, 58,384 volumes; Woman's College, 104,719 volumes; Biology-Forestry 53,343 volumes; Chemistry, 16,489 volumes; Mathematics-Physics, 17,741 volumes. In 1954-55, 40,770 volumes were added; 4,000 periodicals and 81 newspapers are received currently.

The General Library building, which was doubled in size in 1949, incorporates many modern arrangements for the preservation of the collections and for the convenience of the research scholar. Book stacks, storage areas, and quarters for rare books and manuscripts are air-conditioned. In the stacks, 250 carrels are available to graduate students as places of study, and a large reading room on the first floor of the building is reserved for graduate students. Upon application, graduate students may receive permit cards entitling them to use of the stacks.

A division of photographic services, with the most modern cameras and other equipment for microfilming or other photographic reproduction of printed and manuscript materials, provides a battery of reading machines to serve the Library's large collection of microfilms of rare books, periodicals, and newspapers.

The extensive resources of the Library for research students may be suggested by the following special collections:

THE TRENT COLLECTION OF WALT WHITMAN, containing the first and all other important early editions or issues of *Leaves of Grass*; books and articles of Whitman biography and criticism; nearly 300 manuscripts and 400 letters; and pictures, sheet music and other miscellanea.

THE GEORGE WASHINGTON FLOWERS COLLECTION of books, manuscripts, pamphlets, and newspapers on all phases of Southern history.

THE ARENTS COLLECTION of several hundred volumes relating to the culture and production of tobacco and the manufacture and distribution of tobacco products.

THE JAMES A. THOMAS COLLECTION of books on Chinese history and culture.

THE GUIDO MAZZONI LIBRARY, a collection of approximately 23,000 volumes and 67,000 pamphlets covering the whole range of Italian literature, with special strength in the nineteenth century.

THE GUSTAVE LANSON LIBRARY of 12,000 books and monographs on French literature.

LATIN-AMERICAN COLLECTIONS, built around a special Peruvian library of 7,000 books and manuscripts, a Brazilian library of several thousand volumes, and an Ecuadorian library of 2,000 volumes, supplemented by strong collections of the public documents of these and other Latin-American countries.

THE ROBERTSON LIBRARY of Philippiniana.

THE FRANK C. BROWN FOLKLORE COLLECTION, consisting of about 38,000 manuscript pieces, 1,400 vocal recordings, and 650 musical scores of North Carolina folklore.

THE STRISOWER LIBRARY of International Law, numbering about 5,000 volumes, with many rare books and periodical files.

THE HOLL CHURCH HISTORY LIBRARY, dealing primarily with the period of the Reformation.

COLLECTIONS IN ENGLISH AND AMERICAN LITERATURE, where emphasis has been placed principally on the eighteenth and nineteenth centuries, with collections of Swinburne, Tennyson, Rossetti, and Bryant, significant groups of annotated copies and first editions of Coleridge and Byron, the Carroll Wilson collection of Emerson, some 5,000 items of eighteenth-century English poetry and prose, and the Paul Hamilton Hayne library of American literature.

In addition to these and other special collections, the Libraries contain excellent files of United States federal and state documents, public documents of many European and Latin-American countries, and publications of European academies and learned societies. The newspaper collection, with 13,000 volumes and 4,832 reels of microfilms, has several long eighteenth-century files, strong holdings of nineteenth-century New England papers, and of ante-Bellum and Civil War papers from North Carolina, South Carolina, and Virginia; there are also many European and Latin-American papers. The manuscript collection of 1,625,000 items is particularly strong in all phases of the history, politics, and social and economic life of the South Atlantic region, though it includes also significant papers in English and American literature, and several notable medieval manuscripts in both Greek and Latin.

HISPANIC STUDIES PROGRAM. The Graduate School offers an inter-departmental program of Hispanic studies leading to the A.M.

and Ph.D. degrees. Students may write their theses and take their degrees in history, economics, political science, sociology, and Hispanic languages and literatures. The purpose of the program is to make possible desirable combinations of courses on the Hispanic world in these related disciplines and to bring to bear more strength of the faculty upon the training of a single candidate. This may be achieved through a judicious use of minors or by such special arrangements as may from time to time become necessary.

The Duke University Library holdings have been built up to facilitate graduate work and research in Hispanic-American cultural history, inter-American relations, economic history, politics, and Spanish-American literature. These collections are being constantly enlarged.

Science Laboratories

BOTANICAL AND ZOOLOGICAL LABORATORIES. Facilities for graduate study in the Department of Botany and Zoology are found on both the East and the West Campuses. In addition to well-equipped laboratories for teaching and research in the various fields of botany and zoology, special facilities, such as animal rooms, greenhouses, darkrooms, a small shop, a refrigerated room, and air-conditioned rooms, are available.

The Botany Herbarium, containing over 150,000 specimens, is particularly strong in material from the Southeast and includes notable collections of mosses, ferns, and grasses. The Biology-Forestry Library contains an outstanding collection of books and serials, including most of the important American and foreign periodicals in botany, forestry, zoology and related fields.

Unique assets for teaching and research are the Sarah P. Duke Gardens, conveniently accessible on the West Campus; the Duke Forest, comprising some eight thousand acres of woodland adjacent to the West Campus; and the Duke University Marine Laboratory at Beaufort, North Carolina. The marine station is exceptionally well located for the study of animal and plant life in the ocean and in the coastal plain area. Graduate courses of instruction are given at the Marine Laboratory during the summer months; research facilities are available throughout the year.

Scholarships for advanced study during the summer months are maintained at the Highlands Laboratory, Highlands, North Carolina, at the Marine Biological Laboratory, Woods Hole, Massachusetts, and ten scholarships are offered at the Duke University Marine Laboratory at Beaufort. Requests for information concerning the scholarships at the Highlands Laboratory should be addressed to the Botany Department, those concerning scholarships at Woods Hole to the Zoology Department, and those concerning scholarships at Beaufort to Dr. C. G.

Bookhout, Director of the Marine Laboratory, c/o the Zoology Department.

PHYSICS LABORATORIES. The Physics Building, comprising about 77,000 square feet of floor space, is devoted to the research and instruction of the Departments of Physics and Mathematics.

In addition to the lecture halls and the elementary laboratories, the building includes special laboratories for work in electrical measurements, electronics, microwaves, optical spectroscopy, atomic and nuclear physics, low temperature physics, and mechanics. Special research equipment includes: a 21-foot concave grating and other instruments for visible, ultraviolet, and Raman spectra; instruments for research in microwaves and microwave spectroscopy; crystal counters, proportional counters, ion chambers for use in cosmic ray and nuclear research; a four-million volt Van de Graaff accelerator, and associated equipment for nuclear physics research; a helium liquefier, and other cryogenic equipment.

The Physics building contains the Mathematics-Physics library, a liquid air plant, and a shop staffed by four instrument mechanics, two electronic technicians, and a glass blower.

CHEMISTRY LABORATORIES. The Chemistry Building is a modern laboratory with a floor area of approximately 57,000 square feet. Of this space, over half is devoted to research and advanced teaching. Excellent facilities for research are available, including recording spectrophotometers for ultraviolet, visible and infrared spectroscopy, recording polarographs, paramagnetic resonance absorption equipment, and equipment for light-scattering measurements.

A well-equipped shop, operated by a competent mechanic provides facilities for the construction of special apparatus and for the repair and maintenance of instruments.

The Chemistry Library, located in the building, has on its shelves over 16,000 volumes and currently subscribes to over 150 scientific periodicals.

PSYCHOLOGY LABORATORIES. Graduate work in psychology is carried on in two adjacent buildings providing about 16,000 square feet of floor space. In addition to general research facilities, the Laboratories are specifically equipped for research in visual perception, small group behavior, and human and animal learning. Additional special apparatus includes automatic computation equipment for research in test construction. A departmental shop, with a competent technician in charge, is maintained for the design, construction, and maintenance of special apparatus.

A number of clinical installations for adults and children, devoted to an extensive range of clinical and guidance problems, cooperate with the Department in providing additional facilities for research and

training in clinical psychology. In addition, a nursery school is maintained in the laboratory.

MEDICAL SCHOOL. In the School of Medicine elaborate facilities are provided for post-graduate research in the various branches of medical science. The Departments of Anatomy, Bacteriology, Mycology and Immunology, Biochemistry and Nutrition, and Physiology and Pharmacology offer certain courses and research facilities to students in the Graduate School of Arts and Sciences. The Duke Hospital Library is available to all graduate students.

Duke Forest

The Duke Forest consists of approximately 7,600 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region and composed of second-growth shortleaf pine, loblolly pine, and hardwoods, the Forest is representative of the various types of timber growth and soils found throughout the region. Through placing the Forest under intensive management for forestry purposes, substantial progress has been made in developing the educational work and research in forestry.

The proximity of the Forest to the laboratories, greenhouses, and library facilities of the University provides an excellent opportunity for advanced study and research in forestry. Research, particularly in the fields of silvics, forest soils, silviculture, forest management, properties of wood, forest-tree physiology, forest entomology, and forest pathology, is well under way. Several members of the botany and zoology staffs are also engaged in research in the Duke Forest.

Commonwealth-Studies Center Research

Duke University, with the assistance of a grant from the Carnegie Corporation, has established a Center for British Commonwealth Studies which will be devoted primarily to the encouragement of research by Duke University professors and graduate students interested in the Commonwealth and the encouragement of research at Duke University by professors and graduate students from Britain, Canada, Australia, New Zealand, and South Africa on relevant economic, political and historical problems.

During its first years the Center will offer, in addition to Duke faculty grants, assistance to those engaged in several types of research activity. (1) A number of outstanding social scientists and officials from the Commonwealth will deliver lectures. It is anticipated that these lectures, dealing with various aspects of the developments in the Commonwealth, will be published by the Duke University Press in a series. (2) A selected group of professors from the Common-

wealth will visit Duke University for varying periods of time. (3) Advanced graduate students from Duke University are being assisted to complete research work on Ph.D. dissertations in Commonwealth nations. (4) A number of advanced graduate students from the Commonwealth will be awarded fellowships in order to enable them to complete work for the Ph.D. degree in relevant fields in the United States.

Oak Ridge Institute of Nuclear Studies

Duke University is one of the sponsoring universities of the Oak Ridge Institute of Nuclear Studies located at Oak Ridge, Tennessee. Through this cooperative association with the Institute, the graduate research program has at its disposal all the facilities of the National Laboratories in Oak Ridge and of the research staffs of these laboratories.

Cooperative Programs with the University of North Carolina

INTERCHANGE OF REGISTRATION. Under a plan of co-operation between the greater University of North Carolina and Duke University, students regularly enrolled in the Graduate School of the greater University during the regular academic year, and paying full fees to that institution, may be admitted to a maximum of two courses per semester in the Graduate School of Duke University upon payment of a nominal registration fee of two dollars and of any other special fees regularly required of all students. Under the same arrangements, students in the Graduate School of Duke University may be admitted to course work at the greater University of North Carolina.

LIBRARY EXCHANGE. Students of both the University of North Carolina and Duke University are granted certain library privileges in the respective libraries of each University. Books unavailable in one library may be procured at short notice through an interlibrary loan service.

Research and Publication

The several departments of the University are devoted to research investigation as well as to instruction. Since the University exists for the promotion and diffusion of knowledge, attention is rightly placed, in the Graduate School, on research activities.

In furtherance of the University's obligation to promote and diffuse knowledge, the President annually appoints a University Council

on Research, which receives applications from members of the various faculties for subsidies in support of research. Vigorous and forward-looking policies of this Research Council have initiated and encouraged the completion of many substantial and important research projects.

The Duke University Press takes its place as a significant agency in the diffusion of knowledge. Created in 1926, as a successor to the Trinity College Press, the Duke University Press immediately revived the *Hispanic-American Historical Review*, which had been founded and published from 1918 to 1922 by a group of scholars interested in Hispanic America. In 1929 *American Literature* was begun with the cooperation of the American Literature Group of the Modern Language Association. This journal was followed in 1931 by *Ecological Monographs*, and in 1932, *Character and Personality* (since 1945 the *Journal of Personality*). In 1935 the Press began the publication of the *Duke Mathematical Journal*; in 1937, the *Journal of Parapsychology*. Since 1948, it has published *Ecology*, the official journal of the Ecological Society of America. The Law School of Duke University publishes *Law and Contemporary Problems*.

The Press, since its organization, has published more than two hundred volumes, and has thus made public the fruits of scholarly research of the Duke faculty and of scholars elsewhere. In the broadest sense, the policy of the Press is to make available to the public any scholarly work that merits publication though special attention is given to works in domains of knowledge cultivated by the University.

Visiting Scholars

The libraries and, to the extent practicable, other facilities of Duke University will be made available to faculty members of colleges and universities who wish to spend a period of time on the campus in pursuit of their scholarly interests. No fees will be charged such visitors unless they wish to participate in activities for which a special fee is assessed. Room and board may be arranged for at the regular rates in the dormitories and dining halls. Dormitory space is usually available during the summer months. Inquiries concerning residence for visiting scholars should be directed to the Dean of the Graduate School of Arts and Sciences.

Appointments Office

Duke University maintains an active appointments office which has steadily been placing students in teaching and industrial positions. The services of this office are available without charge to graduate students. Those who are interested in securing employment through the Appointments Office, or those who wish to have available for their

own use in securing employment a complete file containing their academic record and pertinent recommendations, should register in this office.

Graduate Study in the Summer Session

The Summer Session of Duke University is divided into two terms. In 1956 the first term will begin on June 12 and will end on July 17. The second term will begin on July 19 and will end on August 23.

Graduate students who wish to work toward advanced degrees in the Summer Session, particularly in chemistry, economics, education, English, history, mathematics, religion, sociology, Spanish, and zoology will find a selection of courses offered by members of the Duke faculty and by visiting professors. Other departments ordinarily offering work leading to the A.M. degree are botany, political science, and psychology. Thesis research for advanced graduate students is available also in other departments, such as botany, forestry, and physics.

Requirements for admission to the Graduate School are detailed above. Students who wish to be admitted to the Graduate School for work in the Summer Session should make application to the Dean of the Graduate School, as well as to the Director of the Summer Session, and should return the completed application, with supporting documents, before June 1, for admission to the first term, and before July 10, for admission to the second term.

REGULATIONS REGARDING SUMMER WORK. (a) No graduate student may register for more than six semester hours of credit in one Summer Session term. (b) All of the work required for the A.M., M.A.T., or M.Ed. degree must be completed within six years of the date of beginning. No work completed earlier than this time limit can be accepted either for course or residence credit. (c) Not more than one year of summer work can be accepted toward the residence requirements for the Ph.D. or Ed.D. degrees. See p. 43 for a definition of a year's residence credit earned in Summer Sessions.

A Summer Session Bulletin containing information about graduate courses may be obtained by addressing a request to the **DIRECTOR OF THE SUMMER SESSION**, Duke University, Durham, N. C.

Courses of Instruction



Most courses listed in this Bulletin are given on the West Campus. The letter (E) following the description means that the course is offered on the East Campus. In general, courses with odd numbers are offered in the first semester, those with even numbers in the second semester. The courses listed under the headnote to the several departments are those planned at the date of printing the Bulletin. Occasional changes may later be necessary.

AESTHETICS, ART, AND MUSIC

PROFESSOR PATRICK, CHAIRMAN; ASSOCIATE PROFESSORS HALL, MARKMAN, AND SUNDERLAND

AESTHETICS

FOR SENIORS AND GRADUATES

No graduate degree is offered in this department, but the following courses are suggested as possible minors for students majoring in history, literature, philosophy, religion, psychology, or sociology, or in any other interested departments.

In 1956-57 the courses planned are Aesthetics 221-222 and Art 217, 218, 233, 234, and 240.

221-222. HISTORY OF AESTHETICS.—Theories of art and beauty in the western world from antiquity to the present. Some attention will be given the developed theories of aesthetics in the Far East. 6 s.h. (E) PROFESSOR PATRICK

ART

FOR SENIORS AND GRADUATES

215. RELIGIOUS ART OF THE ANCIENT NEAR EAST.—A specialized study of the development of art, particularly architecture and sculpture, as the material expression of religious ideas in Egypt, Mesopotamia, and in part of Syria and Palestine, to the Persian conquest. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

216. RELIGIOUS ART OF THE CLASSICAL WORLD.—A specialized study of the religious art, particularly architecture and sculpture, of Greece and Rome, with special emphasis on the monuments in the Near East. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

217. AEGEAN ART.—A study of the problems of Aegean art as the forerunner of Greek art and in relation to the contemporary civilization of the eastern Mediterranean world. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

218. EARLY GREEK ART.—A study of the problems of the origin and development of Greek art in the Geometric period to the end of the Archaic. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

223. EARLY MEDIAEVAL ARCHITECTURE.—The development of religious architecture from the time of Constantine to the end of the First Romanesque style in the third quarter of the eleventh century. 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

234. ROMANESQUE SCULPTURE.—The development of sculpture in western Europe from the early Christian period through the culmination of Romanesque art in the west portal of Chartres Cathedral. 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

240. ARCHITECTURE OF NORTH AMERICA.—A study illustrating the transplantation of European architectural customs since the sixteenth century; the

time-lag in transit and acceptance of later European developments; the gradual assumption of confident independence in design; and the emergence of international leaders in the United States. 3 s.h. (E)

ASSOCIATE PROFESSOR HALL

DIVISION OF ANCIENT LANGUAGES AND LITERATURE

PROFESSORS CLARK, ROGERS, AND STINESPRING; ASSOCIATE PROFESSORS ROSE, TRUESDALE, AND WAY; ASSISTANT PROFESSOR BROWNLEE

GREEK

No graduate degree is presently offered in Greek.

For 1956-57 the course planned is 257.

FOR SENIORS AND GRADUATES

201-202. GREEK TRAGEDY.—6 s.h. ASSOCIATE PROFESSOR TRUESDALE

257. SOCIAL AND CULTURAL HISTORY OF THE HELLENISTIC WORLD FROM ALEXANDER TO AUGUSTUS.—Lectures, readings, and discussions. This course will not be separately credited without the sequel, Latin 258. 3 s.h.

PROFESSOR ROGERS

Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and they are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology, and one in the language, literature, and history of ancient Greece, each with a stipend of \$2,000. They are awarded mainly on the basis of examinations held in the beginning of February of each year.

LATIN AND ROMAN STUDIES

No graduate degree is presently offered in Latin.

The course planned for 1956-57 is 258.

FOR SENIORS AND GRADUATES

211-212. ROMAN ORATORY.—A survey of the history of Roman oratory, centering about the *Brutus* of Cicero and Tacitus' *Dialogus*. 6 s.h. PROFESSOR ROGERS

258. SOCIAL AND CULTURAL HISTORY OF THE GRAECO-ROMAN WORLD.—The Roman Empire as the trustee of Hellenism and Christianity, and its own original contributions to modern civilization; lectures, readings, and discussions. This course continues Greek 257 and will not be separately credited. 3 s.h.

PROFESSOR ROGERS

SEMITICS

The courses planned for 1956-57 are 201-202, 207-208, 304, 305.

FOR SENIORS AND GRADUATES

201-202. FIRST HEBREW.—The principles and structure of the Hebrew language, with translations of selected Old Testament narratives. 6 s.h.

PROFESSOR STINESPRING

207-208. SECOND HEBREW.—Samuel or Kings the first semester; Isaiah the second. 6 s.h.

ASSISTANT PROFESSOR BROWNLEE

FOR GRADUATES

304. ARAMAIC.—A study of the Aramaic portions of the Old Testament and selected passages from the Targums, Midrashes, and Talmuds. 3 s.h.

PROFESSOR STINESPRING

305. THIRD HEBREW.—A study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. Hours to be arranged. 3 s.h.

PROFESSOR STINESPRING

307. SYRIAC.—A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic is prerequisite. 3 s.h.

PROFESSOR STINESPRING

309. HISTORY OF THE ANCIENT NEAR EAST.—A survey of the early civilizations of Egypt, Palestine, Syria, and Mesopotamia in the light of Biblical archaeology. 3 s.h.

PROFESSOR STINESPRING

RELATED COURSES IN OTHER DEPARTMENTS

Philosophy 217, Religion 217, 218, 220, 313, 316, 318.

Under the terms of a co-operative agreement graduate students of Duke University may, with the approval of the chairman of their major department, take any graduate course offered by the Departments of Greek and Latin of the University of North Carolina by the payment of a nominal fee. A list of these courses will be sent upon request.

BOTANY

PROFESSOR OOSTING, CHAIRMAN—102A BIOLOGY BUILDING; PROFESSOR KRAMER, DIRECTOR OF GRADUATE STUDIES—04 BIOLOGY BUILDING; PROFESSORS ANDERSON, BLOMQUIST, AND HARRAR; ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY; ASSISTANT PROFESSORS JOHNSON AND PHILPOTT

Graduate work in the Department of Botany is offered leading to the A.M. and Ph.D. degrees. Before undertaking graduate study in botany a student should have had in his undergraduate program at least 12 semester hours of botany beyond an elementary course, and related work in biological sciences. Some work in chemistry and physics will be desirable; and for some phases of botanical study, a necessity. The student's graduate program is planned to provide a broad basic training in the various fields of botany, plus intensive specialization in the field of the research problem.

The courses planned for 1956-57 are 202, 216, 221, 224, 225-226, 252, 255, 256, 259, 359-360, 397-398.

FOR SENIORS AND GRADUATES

202. GENETICS.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and interpretation of data from the breeding of plants. Offered in alternate years. Prerequisites: one year of botany, zoology, or equivalent, and college algebra. 4 s.h.

ASSOCIATE PROFESSOR PERRY

203. PLANT CYTOLOGY.—A study of the structure and organization of plant cells in relation to growth, reproduction, and especially heredity. Offered in alternate years. Prerequisite: one year of botany. 4 s.h.

PROFESSOR ANDERSON

204. ADVANCED PLANT ANATOMY.—A study of vegetative and reproductive tissue of vascular plants including selection and preparation of fresh plant materials. An analysis of some of the significant literature bearing upon function, development, and phylogeny. Prerequisite: Botany 55 or equivalent. 4 s.h. (E)

ASSISTANT PROFESSOR PHILPOTT

216. BOTANICAL MICROTÉCHNIQUE.—Methods and theory in preparation of plant tissues for temporary mounts and permanent microscopical slides. Prerequisite: Two years of natural science. 4 s.h. (E)

ASSISTANT PROFESSOR PHILPOTT

218. ILLUSTRATIVE TECHNIQUES.—A study of botanical illustrative methods, including theory and use of the microscope, microscopical measurements, drawing, photomicrography, botanical photography, darkroom procedures, lantern slides, and the preparation of illustrative material for publication. Prerequisites: two semesters of botany, zoology or forestry. 2 s.h.

PROFESSOR ANDERSON

221. INTRODUCTORY MYCOLOGY.—Field and laboratory study of the vegetative and reproductive structures of the fungi and slime molds. Methods of collection, isolation, propagation, and identification of the major orders as represented in the local flora. Prerequisite: A year of biological science. 4 s.h.

ASSISTANT PROFESSOR JOHNSON

225-226. SPECIAL PROBLEMS.—Students with adequate training may do special work in the following fields. Credits to be arranged.

(a) MYCOLOGY AND PLANT PATHOLOGY. ASSISTANT PROFESSOR JOHNSON

- (b) **CYTOLOGY.** ASSOCIATE PROFESSOR ANDERSON
 (c) **ECOLOGY.** PROFESSOR OOSTING AND ASSOCIATE PROFESSOR BILLINGS
 (d) **GENETICS.** ASSOCIATE PROFESSOR PERRY
 (e) **MORPHOLOGY AND ANATOMY OF HIGHER PLANTS.**
 PROFESSOR HARRAR; ASSISTANT PROFESSOR PHILPOTT
 (f) **MORPHOLOGY AND TAXONOMY OF LOWER GROUPS.**
 PROFESSORS BLOMQUIST AND ANDERSON
 (g) **PHYSIOLOGY.** PROFESSOR KRAMER AND ASSOCIATE PROFESSOR NAYLOR
 (i) **TAXONOMY OF HIGHER GROUPS.** PROFESSOR BLOMQUIST
 (m) **MICROBIOLOGY.** ASSOCIATE PROFESSOR HUMM

252. ADVANCED PLANT PHYSIOLOGY.—The physicochemical processes and conditions underlying the physiological processes of plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. 3 s.h.

ASSOCIATE PROFESSOR NAYLOR

254. PLANT WATER RELATIONS.—A study of factors affecting the availability of water, its absorption and use in plants, and the effects of water deficits on plant processes. Assigned readings, reports, and lectures. Prerequisite: Botany 151 or equivalent. 3 s.h.

PROFESSOR KRAMER

255. ADVANCED TAXONOMY.—A study of the historical background of plant taxonomy, modern concepts and systems of classifications, nomenclatorial problems, and the taxonomy of specialized groups. Prerequisite: two years of botany, including Botany 52 or equivalent. 4 s.h.

PROFESSOR BLOMQUIST

256. COMMUNITY ANALYSIS AND CLASSIFICATION.—The development of concepts and methods in synecology and their present application to the study of plant communities. Prerequisite: Botany 156 or equivalent. 3 s.h.

PROFESSOR OOSTING

257. PRINCIPLES OF PLANT DISTRIBUTION.—Interpretation of the floristic and ecological plant geography of the world's vegetation. Prerequisite: Botany 156 or equivalent. 3 s.h.

ASSOCIATE PROFESSOR BILLINGS

258. PHYSIOLOGY OF GROWTH AND DEVELOPMENT.—Consideration of the internal factors and processes of new protoplasm and its differentiation at the cellular, tissue, and organ level in plants. Prerequisites: Botany 151 or equivalent; organic chemistry recommended. 3 s.h.

ASSOCIATE PROFESSOR NAYLOR

259. ENVIRONMENTAL MEASUREMENTS.—Methods of obtaining and evaluating climatological data for ecological purposes with special attention to instrumentation and microclimate. Prerequisite: Botany 156 or equivalent. 3 s.h.

ASSOCIATE PROFESSOR BILLINGS

305. VEGETATION OF NORTH AMERICA.—Distribution and limits of the major plant communities, a study in ecological plant geography. Prerequisite: Botany 156 or equivalent. 3 s.h.

PROFESSOR OOSTING

310. STRUCTURE AND CLASSIFICATION OF BRYOPHYTES AND PTERIDOPHYTES.—The morphological and systematic characteristics of mosses, liverworts, ferns, and fern allies. 4 s.h.

PROFESSOR BLOMQUIST

311. STRUCTURE AND CLASSIFICATION OF ALGAE.—The morphological and ecological characteristics of the common freshwater and marine species and the principles underlying their classification. Collecting, identification, and the making of permanent microscopical preparations. 4 s.h.

PROFESSOR BLOMQUIST

359-360. RESEARCH IN BOTANY.—Individual investigation in the various fields of botany. Credits to be arranged.

PROFESSORS ANDERSON, BLOMQUIST, HARRAR, KRAMER, OOSTING;
 ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY;
 ASSISTANT PROFESSORS JOHNSON AND PHILPOTT

397-398. GENERAL BOTANICAL SEMINAR.—One hour per week throughout the year. Required of all graduates majoring in botany. 2 s.h.

PROFESSORS ANDERSON, BLOMQUIST, HARRAR, KRAMER, OOSTING;
ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY;
ASSISTANT PROFESSORS JOHNSON AND PHILPOTT

FOREST BOTANY

FOR SENIORS AND GRADUATES

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisites: Botany 1 and 2. 3 s.h.

ASSISTANT PROFESSOR JOHNSON

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of botany. 3 s.h.

PROFESSOR HARRAR

RELATED COURSES IN OTHER DEPARTMENTS

This related course may be counted toward a major in botany: Forestry 257.

CHEMISTRY

PROFESSOR SAYLOR, CHAIRMAN—115 CHEMISTRY BUILDING, PROFESSOR BRADSHER, DIRECTOR OF GRADUATE STUDIES—124 CHEMISTRY BUILDING; PROFESSORS BIGELOW, GLOCKLER (VISITING LECTURER), GROSS, HAUSER, HILL, HOBBS, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, POIRIER, STROBEL, AND WILDER

In the Department of Chemistry graduate work is offered leading to the A.M. and Ph.D. degrees. Before undertaking a graduate program in chemistry, a student should have taken an undergraduate major in chemistry along with related work in mathematics and physics.

Graduate courses in the department are designed to provide a broad basic training in the fields of inorganic, organic, analytical, and physical chemistry. An important requirement for the Ph.D. degree is the successful completion, under the direction of a member of the Staff, of a research program leading to the solution of an original problem. The choice of the research problem, for either the A.M. or the Ph.D. degrees, will determine the field of advanced specialization.

For 1956-57 the courses planned are 206, 215, 216, 233, 234, 251, 252, 261-262, 271, 275-276, 303, 304, 341-342, 350, 351-352, 360, 363-364, 367-368, and 373-374.

FOR SENIORS AND GRADUATES

206. ELEMENTS OF THEORETICAL CHEMISTRY.—A course in the general principles of physical chemistry for students who do not present credit in calculus. Credit is not given for both 206 and 261-262. Three recitations and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics 51-52 or 1-2 and Mathematics. 6 s.h. With the permission of the Director of Graduate Studies, graduate students from other departments may offer other advanced science courses in place of some of these prerequisites. 4 s.h.

PROFESSOR SAYLOR

215. ADVANCED INORGANIC CHEMISTRY.—A study of modern theories of valence and molecular structure; also of inorganic compounds, particularly the less common types, illustrated by suitable laboratory preparations. Prerequisites: Chemistry 261-262, or 206. 1, 3, or 4 s.h.

PROFESSORS VOSBURGH AND HILL

216. NUCLEAR CHEMISTRY.—Types and elementary theory of nuclear reactions and the considerations involved in the use of tracers in chemical studies. Prerequisite: Chemistry 261-262; 262 may be taken concurrently. 1 s.h.

PROFESSOR HILL

233. INSTRUMENTAL ANALYSIS.—A study of physical measuring instruments in chemical analysis with special attention to optical instruments. One lecture and three laboratory hours per week. Prerequisites: Chemistry 70 and one year of physics. 2 s.h.
ASSISTANT PROFESSOR STROBEL

234. PHYSICO-CHEMICAL METHODS OF ANALYSIS.—Discussion of physico-chemical principles as applied to instrumental methods of analysis, illustrated by laboratory experiments, with emphasis on methods involving electrical techniques. One lecture and three laboratory hours per week. Prerequisites: Chemistry 70 and either 261-262 or 206; either of the latter may be taken concurrently. 2 s.h.
ASSISTANT PROFESSOR STROBEL

251. QUALITATIVE ORGANIC ANALYSIS.—Systematic identification of organic compounds, including a study of solubilities and classification reactions. One lecture and three or six laboratory hours per week. Prerequisites: Chemistry 70 and 151-152. 2 or 3 s.h.
PROFESSOR HAUSER

252. ADVANCED ORGANIC PREPARATIONS.—A laboratory course designed to supplement the student's knowledge of fundamental organic processes by a selected group of laboratory exercises accompanied by oral discussions of techniques and theories pertinent to the experiments. Five hours laboratory and lecture, with lectures in alternate weeks. Prerequisites: Chemistry 70 and 151-152. 2 s.h.
ASSOCIATE PROFESSOR BROWN

261-262. PHYSICAL CHEMISTRY.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics 51-52 or 1-2 and Mathematics 51-52 or equivalent. 6 s.h.
PROFESSOR HOBBS

271. INTRODUCTION TO RESEARCH.—Lectures on the use of chemical literature, research methods, recording and publication of results, and other topics. One lecture per week. 1 s.h.
ASSOCIATE PROFESSOR BROWN

275-276. RESEARCH.—The aim of this course is to give instruction in methods used in the investigation of original problems. Individual work and conferences. 2 to 6 s.h.

PROFESSORS BIGELOW, BRADSHER, GROSS, HAUSER, HILL, HOBBS, SAYLOR, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER

FOR GRADUATES

303. THERMODYNAMICS.—Fundamental laws of thermodynamics and their applications to chemistry and physics. 3 s.h.
PROFESSOR SAYLOR

304. PHYSICAL CHEMISTRY OF REACTIONS.—The theoretical aspects of reaction kinetics, chemical equilibrium, atomic and molecular forces, and the relation of these to chemical reactions are considered. Prerequisite: Chemistry 261-262. 3 s.h.
PROFESSORS HILL AND HOBBS

336. THEORY OF ANALYTICAL CHEMISTRY.—A study of such topics as precision and errors, theories of precipitation and titration, oxidation and reduction, and others, illustrated by typical analytical methods. One lecture per week. Prerequisite: Chemistry 261-262. 1 s.h.
PROFESSOR VOSBURGH

341-342. ADVANCED ORGANIC CHEMISTRY.—Discussion of the theories of organic chemistry with special reference in the first semester to the mechanism of reactions and in the second semester to the synthesis of some of the more complex compounds such as vitamins, hormones, and alkaloids. Undergraduates are admitted to this course only by permission of the Director of Undergraduate Studies. Prerequisite: Chemistry 151-152. 4 s.h.
PROFESSORS BIGELOW AND HAUSER

350. ORGANIC REACTIONS.—A study of the scope and limitations of the more important types of reactions of organic chemistry from the point of view of their practical use in the synthesis of organic compounds. Lectures and discussion. Prerequisites: Chemistry 251 and 341. 2 s.h.
PROFESSOR BRADSHER

351-352. **ADVANCED SYNTHETIC ORGANIC CHEMISTRY.**—Recent advances in certain selected fields, such as the mechanism of organic reactions, medicinals, dyes, perfumes, terpenes, and alkaloids, will be discussed. The emphasis will be placed on structure studies and synthetic methods. Lecture or seminar one hour each week. 2 s.h.
 PROFESSORS BIGELOW AND HAUSER

360. **POLYMER CHEMISTRY.**—A survey of the methods of preparation of high-molecular-weight organic compounds and a study of the properties characteristic of macro-molecules in solution and in the solid state. Prerequisite: Chemistry 303. 2 s.h.
 ASSISTANT PROFESSOR KRIGBAUM

363-364. **SPECIAL TOPICS IN PHYSICAL AND INORGANIC CHEMISTRY.**—Various topics in physical and inorganic chemistry which are of special interest to the staff or students are considered, such as absorption and scattering of light, dielectric phenomena, electrode processes, electrolyte theory, ion exchange, molecular structure, solubility, and valence theory. Prerequisites: Chemistry 261-262, 303 and 304. 4 s.h.
 PROFESSORS GLOCKLER, HILL, HOBBS, SAYLOR AND VOSBURGH, AND ASSISTANT PROFESSOR STROBEL

365-366. **CHEMICAL PHYSICS, STATISTICAL THEORY.**—General introduction to statistical mechanics and applications to chemical problems; solution theory, reaction velocity, changes of state, quantum statistics and the metallic state. Lectures, conferences, and assigned problems. 6 s.h.
 ASSISTANT PROFESSOR POIRIER

367-368. **CHEMICAL PHYSICS, QUANTUM THEORY OF ATOMIC AND MOLECULAR STRUCTURE.**—Theory of atomic and molecular forces and the structure of matter. Lectures, conferences, and assigned problems. 6 s.h.
 ASSISTANT PROFESSOR POIRIER

373-374. **SEMINAR.**—Required of all graduate students in chemistry. One hour a week discussion. 2 s.h.

PROFESSORS BIGELOW, GROSS, HAUSER, HILL, HOBBS, SAYLOR, AND VOSBURGH; ASSOCIATE PROFESSORS BRADSHAW AND BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER

RELATED COURSES IN OTHER DEPARTMENTS

Biochemistry and Nutrition M241, M242, M243-244, M341, M343-344, M349-350, M351; and Microbiology M322.

ECONOMICS

PROFESSOR HOOVER, CHAIRMAN—320 LIBRARY; PROFESSOR SPENGLER, DIRECTOR OF GRADUATE STUDIES—322 LIBRARY; PROFESSORS BLACK, DE VYVER, HANNA, HUMPHREY, LONDON, RATCHFORD, SIMMONS, AND SMITH; ASSOCIATE PROFESSOR MCKENZIE; ASSISTANT PROFESSORS CARTER AND DEWEY

Graduate work in the Department of Economics is offered leading to the A.M. and Ph.D. degrees. In order to enter upon graduate work in economics a student should have completed with satisfactory grades at least 12 semester hours of undergraduate work in economics, including 6 hours of Principles of Economics. Among the undergraduate courses of distinct advantage to the graduate student specializing in economics are: General Accounting, Elementary Statistics, and basic courses in philosophy, psychology, the social sciences other than economics, and mathematics.

The fields from among which students working toward a Ph.D. degree in economics may choose for purposes of concentration are: Economic Theory, History of Economic Thought, Demographic and Economic Growth and Change, Economic History, Economic Systems, Industrial and Organizational Economics, International Trade, Labor Economics, Mathematical and Econometrical Economics, Money and Banking, Public Finance, Statistics and National Income, and (occasionally) especially arranged fields. The requirements for the Ph.D. degree in economics normally include (among other things) completion of the work (or its equivalent) making up the first two of these fields, together with two additional fields; Economics 300 and a course in each of four other fields; Economics 237-238, or equivalent work; and three or four courses in one or two minor fields. When circumstances warrant, these requirements are subject to modification. Students electing

Statistics and National Income as a field must complete courses in mathematical statistics and probability, or equivalents.

For 1956-57 the following courses are planned for graduate students in economics and related fields: 237, 238, 240, 243, 300, 301, 311-312, 313, 314, 315, 316, 317 or 319, 320, 329, 330, 358, 365. For 1957-58 the following courses are planned: 237, 238, 240, 244, 300, 301, 304, 305, 313, 314, possibly 317 and 319, 320, 331, 355, 358, 365, 386.

FOR SENIORS AND GRADUATES*

233. STATE AND LOCAL FINANCE.—A study of expenditures, taxation, and financial administration in state and local governments with emphasis on current problems. Special attention will be given to research methods and materials and to the financial relations between state and local governments. 3 s.h.

PROFESSOR RATCHFORD

237-238. STATISTICAL METHODS.—A study of statistical methods appropriate for dealing with problems in business and the social sciences. In addition to developing more thoroughly the subjects considered in *Business Statistics*, the following methods will be considered: multiple, partial, and curvilinear correlation; curve fitting; probability; sampling distributions; and statistical inference. Prerequisite: Economics 138 or consent of the instructor. Either semester may be taken for credit. 6 s.h.

PROFESSOR HANNA

240. NATIONAL INCOME.—A critical survey of the conceptual framework and structure of national income and its components, the reliability of national income estimates, and their use in analyzing questions of economic policy. 3 s.h.

PROFESSOR HANNA

243. MATHEMATICAL ECONOMICS.—A systematic survey of mathematical economic theory. The principal topics are conditions of static equilibrium, including stability conditions, dynamic models using difference equations, and linear production models of input-output analysis and activity analysis. 3 s.h.

ASSOCIATE PROFESSOR MCKENZIE

244. INTRODUCTION TO ECONOMETRICS.—The theory of statistical model building in economics. The identifiability of parameters in a system of linear difference equations. The statistical estimation of parameters. The design of dynamic economic models. 3 s.h.

ASSOCIATE PROFESSOR MCKENZIE

256. LABOR LEGISLATION AND SOCIAL INSURANCE.—A study of the relations of the state to labor problems with special reference to remedial legislation, to interference in labor disputes, and to social insurance. 3 s.h.

PROFESSOR DE VYVER

262. TRADE UNIONISM AND COLLECTIVE BARGAINING.—An intensive survey of the trade union as an economic institution is followed by a study of the principles and problems of union-management relationship as found in collective bargaining. 3 s.h.

PROFESSOR DE VYVER

275-276. ADVANCED INDUSTRIAL ACCOUNTING AND MANAGEMENT.—A comprehensive examination of the rationale and techniques of control methods used in industry. Emphasis is laid on a critical evaluation of the practices followed by job-order, process, and standard costing, as well as the economics of overhead costs. Prerequisites: Economics 171-172 and permission of the Department. 6 s.h.

PROFESSOR BLACK

FOR GRADUATES

300. INTRODUCTORY MATHEMATICAL ECONOMICS.—This course is designed to acquaint the student with the role and the use of mathematical and related methods in economic analysis. 3 s.h.

ASSOCIATE PROFESSOR MCKENZIE

301. ECONOMIC ANALYSIS.—Review of contemporary theory relating to consumer behavior, production, the firm, price formation, income distribution, and equilibrium. 3 s.h.

PROFESSOR SPENGLER

* Graduate students in economics normally will not receive credit for courses 233, 256, and 262. These courses may be taken for credit by non-economics graduate students, with the consent of the instructor.

304, 305. SEMINAR IN MONEY AND BANKING.—3 s.h. each.

PROFESSOR SIMMONS

311-312. HISTORY OF POLITICAL ECONOMY.—A detailed review of the development of economic theory, the tools of economic analysis, and economics as a science, together with an analysis of the circumstances affecting this development. Period covered: pre-Christian times through 1936. 6 s.h.

PROFESSOR SPENGLER

313-314. SEMINAR IN ECONOMIC THEORY.—The course consists of directed research in economic theory. The primary purpose is the correction of authoritative eclecticism and its replacement by individually integrated theory. Prerequisite: Economics 301 or its equivalent. 6 s.h.

PROFESSOR HOOVER

315. SEMINAR IN ECONOMIC SYSTEMS.—3 s.h.

PROFESSOR HOOVER

316. SEMINAR IN ECONOMIC FUNCTIONS OF THE STATE.—3 s.h.

PROFESSOR HOOVER

317. SEMINAR IN DEMOGRAPHIC, POPULATION, AND RESOURCE PROBLEMS.—3 s.h.

PROFESSOR SPENGLER

318. GENERAL SEMINAR IN ECONOMICS.—All graduate students with economics as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the Department. Year course. No credit.

ALL MEMBERS OF THE GRADUATE STAFF

319. SEMINAR IN THE THEORY AND THE PROBLEMS OF ECONOMIC GROWTH AND CHANGE.—3 s.h.

PROFESSOR SPENGLER

320. SEMINAR IN TRADE CYCLE, EMPLOYMENT, AND INCOME THEORY.—3 s.h.

ASSISTANT PROFESSOR CARTTER

329. FEDERAL FINANCE.—A study of the expenditures, revenues, and financial administration of the government of the United States, with emphasis on current problems. Special attention given to budgetary procedure, corporate and individual income taxes, and the financial relations between federal and state governments. Prerequisite: Economics 187 or consent of instructor. 3 s.h.

PROFESSOR RATCHFORD

330. SEMINAR IN PUBLIC FINANCE.—3 s.h.

PROFESSOR RATCHFORD

331. SEMINAR IN ECONOMIC HISTORY.—3 s.h.

PROFESSOR SMITH

355. SEMINAR IN LABOR ECONOMICS.—3 s.h.

PROFESSOR DE VYVER

358. SEMINAR IN LABOR MARKET AND RELATED ANALYSIS.—3 s.h.

ASSISTANT PROFESSOR CARTTER

365. SEMINAR IN INTERNATIONAL TRADE.—3 s.h.

PROFESSOR HUMPHREY

386. SEMINAR IN LATIN-AMERICAN ECONOMIC PROBLEMS.—3 s.h.

PROFESSOR SMITH

389. SEMINAR IN INDUSTRIAL AND GOVERNMENTAL PROBLEMS.—3 s.h.

401. SEMINAR ON THE BRITISH COMMONWEALTH.—3 s.h.

PROFESSORS COLE, HAMILTON AND SPENGLER

RELATED COURSES IN OTHER DEPARTMENTS

Courses comprising a candidate's minor may be selected from fields of forestry, history, mathematics, philosophy, physics, political science, psychology, and sociology and anthropology, or from an area that complements the candidate's area of research interests in economics.

EDUCATION

PROFESSOR CARTWRIGHT, CHAIRMAN—1c2 WEST DUKE BUILDING; PROFESSOR BOLMEIER, DIRECTOR OF GRADUATE STUDIES—1c1 WEST DUKE BUILDING; PROFESSORS CARR AND CHILDS; ASSOCIATE PROFESSORS EASLEY, MCLENDON, PETTY, RUDISILL, STUMPF, AND WEITZ; ASSISTANT PROFESSORS COLVER, GEHMAN AND REYNOLDS

Graduate work in Education is offered leading to the A.M., the M.Ed., the M.A.T., and the Ed.D. degrees. For each of these degrees there are specific requirements and prerequisites, all of which may be found stated in detail in this *Bulletin*, pp. 38-47. Departmental requirements and prerequisites for all of these degrees may be obtained from the Director of Graduate Studies. The courses planned for 1956-57 are: 201, 203, 204, 205, 210, 217, 224, 225, 226, 234, 235, 240, 241, 242, 243, 244, 246, 248, 267, 276, 334-335.

FOR SENIORS AND GRADUATES

201. TEACHING AND SUPERVISION OF ARITHMETIC.—This course gives special attention to the number system, the fundamental operations (with whole numbers, fractions, and decimals), percentage, and measurements. The course will consider the meaning theory, method of teaching, problem solving, evaluation, practice and drill, and selection and gradation of arithmetical contents. The course is designed for teachers and supervisors in the elementary school. 3 s.h. (E)

ASSOCIATE PROFESSOR PETTY

203. PRINCIPLES OF SCHOOL ADMINISTRATION.—The fundamental facts and procedures of school administration, an analysis of the problems and policies of the organization and direction of a local school system, and the functions of the various school officials. Prerequisites: Education 103 and 88, or six semester hours of equivalent work in education. 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE
PROFESSOR STUMPF

205. CURRICULUM PROBLEMS IN SECONDARY EDUCATION.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. 3 s.h. (E)

PROFESSOR CHILDS

215-216. SECONDARY EDUCATION: PRINCIPLES AND INTERNSHIP.—A one-semester course, the first half of which is devoted to an intensive study of principles, curriculum, and methods in secondary education. The second half consists of supervised internship in public junior or senior high schools. Students carrying this course for credit toward a master's degree will be required to take six hours of senior or graduate work in addition to the normal degree requirements. 9 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON AND
ASSISTANT PROFESSOR REYNOLDS

224. TEACHING THE SOCIAL STUDIES IN ELEMENTARY SCHOOLS.—This course will treat objectives, curriculum trends, methods, and materials in elementary-school social studies. Topics to receive emphasis include unit-planning, use of the textbook, the reading program, using community resources, audio-visual materials, dealing with controversial issues, teaching time and place concepts, and evaluation. Opportunity will be provided for teachers to work on their own school problems in the social studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

225. THE TEACHING OF HISTORY AND THE SOCIAL STUDIES.—Evaluation of the objectives, content, materials, and methods in the teaching of history and the social studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

226. TEACHING READING IN THE ELEMENTARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. 3 s.h. (E)

ASSOCIATE PROFESSOR RUDISILL

228. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES. An advanced treatment of curriculum, methods, and materials in the Social Studies. Individuals will concentrate on subjects and grade levels of their choice. 3 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON

232. SUPERVISION OF INSTRUCTION.—A survey of supervision as a means of improving instruction and adapting the curriculum to the learner and to community needs. 3 s.h. (E) PROFESSOR CARR AND ASSOCIATE PROFESSOR McLENDON

234. SECONDARY-SCHOOL ORGANIZATION AND ADMINISTRATION.—This course is designed especially for principals, teachers, and other prospective members of the secondary-school staff. The scope of secondary education is considered to encompass junior high school, regular high school, senior high, and junior college. Special treatment is given to the problems of internal organization and management. 3 s.h. (E) PROFESSOR BOLMEIER

236. TEACHING READING IN THE SECONDARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. The course provides practice with secondary-school children suffering reading retardation, including testing, diagnosis, and daily remedial teaching during a six-week period. For secondary-school teachers of all subjects who wish to improve the reading and study habits of their students. 3 s.h. (E) ASSOCIATE PROFESSOR RUDISILL

240. EDUCATIONAL AND OCCUPATIONAL INFORMATION.—A study of the sources of occupational and educational information; methods of securing and organizing occupational information; methods of providing vocational and educational information to students through career days, college conferences, class activities, and individual counseling; methods of making job analyses and community occupational surveys. 3 s.h. ASSISTANT PROFESSOR COLVER

241. PRINCIPLES OF GUIDANCE.—An historical survey of the philosophies of guidance; a study of the interrelationships between instruction, administration, and guidance in education. Prerequisite: 6 hours of psychology or educational psychology. 3 s.h. ASSISTANT PROFESSOR COLVER

242. MEASUREMENT OF APTITUDES, INTEREST, AND ACHIEVEMENT.—A study of the theories and principles of psychological measurement as applied to aptitude, interest, and achievement testing. Prerequisite: 12 hours of psychology or educational psychology (6 hours of which may be taken concurrently). 3 s.h. (E) PROFESSOR KUDER

243. PERSONALITY DYNAMICS.—A study of personality structure and dynamics with emphasis upon the implications for counseling and instruction. Prerequisite: 6 hours of psychology or educational psychology. 3 s.h. ASSISTANT PROFESSOR GEHMAN

244. COUNSELING TECHNIQUES.—A study of individual counseling techniques including diagnosis, interviewing, program planning, and counseling evaluation. Prerequisite: Education 242 and 243 or equivalent, which may be taken concurrently. 3 s.h. ASSISTANT PROFESSOR GEHMAN

246. THE TEACHING OF MATHEMATICS.—This course deals with such topics as aims, curriculum, course and lesson planning, and classroom procedure for teaching secondary-school mathematics. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

248. PRACTICUM IN COUNSELING.—Practice in individual counseling, including test administration, intake interviewing, diagnosis, counseling, program planning, report preparation, and evaluation. The student will be expected to devote about 150 hours to case work and conferences with his supervisor. Prerequisite: Education 244. 3 s.h. ASSOCIATE PROFESSOR WEITZ

253. SCHOOL LAW.—The primary purpose of this course is to familiarize prospective school administrators and teachers with the legal features of school organization and administration. Although some attention is given to constitutional and statutory provisions, the main emphasis is upon court decisions relating to education. Students are expected to select appropriate problems in school law for intensive study. 3 s.h. (E) PROFESSOR BOLMEIER

258. EDUCATIONAL MEASUREMENTS.—A critical study of the principles and techniques involved in measurement in education, with opportunity for individual research. Prerequisite: twelve semester hours in the Department, including a course in educational psychology. 3 s.h. (E)
ASSOCIATE PROFESSOR WEITZ

267. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL.—This course deals with such topics as aims and values, curriculum materials, classroom and laboratory procedures, field trips, lesson planning, and grade placement for science teaching in the elementary school. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

276. THE TEACHING OF HIGH-SCHOOL SCIENCE.—Discussion, lectures and collateral reading, related to such topics as aims, tests, curriculum, classroom and laboratory procedure, field trips, course and lesson planning for secondary-school science. 3 s.h. (E)
ASSISTANT PROFESSOR REYNOLDS

290. ADMINISTRATION OF SCHOOL PROPERTY.—Planning and management of the school plant and its equipment to meet instructional, health, and community needs for immediate and long-range purposes. This course is intended for teachers, principals, and superintendents. Areas to be treated will include site selection; trends in design, lighting, ventilation, and heating; custodial service and maintenance; and financing. 3 s.h. (E)

ASSOCIATE PROFESSOR STUMPF

FOR GRADUATES

204. THE SCHOOL AS AN INSTITUTION.—Consideration is given to the place of the school in the American social order, and its adaptation to social, economic, and political changes. Special attention is directed to the responsibility (1) of the school for seeking solutions to the perplexing problems of youth created by a changing society; and (2) of the government for providing greater equality of educational opportunities. One of the required courses for the M.Ed. degree without thesis. Open to graduate students only. 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE PROFESSOR McLENDON

210. INTRODUCTION TO EDUCATIONAL RESEARCH.—The general purpose of this course is to give the student an overview of research, acquaint him with the nature of research processes, and develop within him an understanding of the essential characteristics of good research work. The course is one of the four basic courses required for the Master of Education degree without thesis and is designed to be liberalizing as well as technical. Open to graduate students only. 3 s.h. (E)

ASSOCIATE PROFESSOR STUMPF

217. THE PSYCHOLOGICAL PRINCIPLES OF EDUCATION.—An advanced study of teaching, learning, and the learner. This is one of the courses required for the Master of Education degree without thesis. Selected problems guiding the reading of students will be discussed in class. Open to graduate students only. 3 s.h. (E)

ASSOCIATE PROFESSORS EASLEY AND WEITZ

235. THE NATURE, FUNCTION, AND REORGANIZATION OF THE CURRICULUM.—One of the required courses for the Master of Education degree without thesis. Selected problems guiding the reading of students. Open to graduate students only. 3 s.h. (E)

PROFESSORS CARR AND CARTWRIGHT

334-335. SEMINAR IN SCHOOL ADMINISTRATION.—Research, field observation, and reports on significant problems in educational administration. The work will be designed to integrate knowledge and skill in such areas as personnel, finance, property, law, curriculum, and public relations. 6 s.h. each semester. (E)

PROFESSORS BOLMEIER, CARTWRIGHT;

ASSOCIATE PROFESSORS PETTY AND STUMPF

ENGLISH

PROFESSOR WARD, CHAIRMAN—325 ALLEN; PROFESSOR BOYCE, DIRECTOR OF GRADUATE STUDIES—401 ALLEN; PROFESSORS BRINKLEY, GILBERT, GOHDES, IRVING, STEVENSON AND TURNER, AND ASSOCIATE PROFESSOR FISHER

The department offers graduate work leading to the A.M. and Ph.D. degrees. Students intending to major in English should have taken enough undergraduate

courses in literature to enable them to pursue graduate studies profitably. To satisfy the requirements for the A.M. degree a student must (a) elect 207-208 (3 or 6 semester hours); and 21 (or 18) additional semester hours; and (b) write a thesis. A statement of the requirements for the Ph.D. degree may be obtained from the Director of Graduate Studies.

In 1956-57 the courses offered are 203, 204, 207, 208, 215, 216, 217, 219, 220, 221-222, 227, 232, 233, 234, 237, 245, 273, 375, 376, 381, 382, 391, 392.

FOR SENIORS AND GRADUATES

203, 204. CHAUCER.—Reading and interpretation of the text; in the first semester, the minor poems and *Troilus*; in the second, the *Canterbury Tales*. 6 s.h.
ASSOCIATE PROFESSOR FISHER

207-208. HISTORY OF THE ENGLISH LANGUAGE.—A survey of the language from Old to Present English, taking into consideration developments in phonology, morphology, syntax, and vocabulary. 6 s.h.
ASSOCIATE PROFESSOR FISHER

215, 216. ELIZABETHAN DRAMA.—Careful study of one or two major dramatists (Jonson or Beaumont and Fletcher) and extensive reading in the other writers (Heywood, Ford, Massinger, Marlowe, Middleton) with emphasis on the nature and qualities of their work in relation to its historical background. 6 s.h.
PROFESSOR GILBERT

217. MILTON.—Milton's poetry and prose, with emphasis on the major poems. 3 s.h.
PROFESSOR GILBERT

218. SPENSER.—The reading of Spenser's work, with chief attention to *The Faerie Queene*. 3 s.h.
PROFESSOR GILBERT

219, 220. THE EIGHTEENTH CENTURY.—Swift, Pope, Defoe, Addison, Steele, and others are studied in the first semester; in the second, Gray, Johnson, Boswell, Goldsmith, the letter writers, and the early Romantic poets. 6 s.h.
PROFESSOR IRVING

221, 222. ENGLISH LITERATURE OF THE EARLY NINETEENTH CENTURY.—The British Romantic poets and prose writers from Scott to the early Carlyle, with special attention to Wordsworth, Coleridge, and Keats. 6 s.h.
PROFESSOR STEVENSON

223, 224. ENGLISH LITERATURE OF THE LATER NINETEENTH CENTURY.—The first semester is devoted chiefly to Carlyle, Dickens, Thackeray, Tennyson, and Browning; the second semester to Arnold, Ruskin, Pater, George Eliot, Meredith, the Pre-Raphaelites, and Swinburne. 6 s.h.
PROFESSOR STEVENSON

227. LITERARY CRITICISM.—A study of the Greek and Roman critics, in chronological order but with emphasis on their permanent value rather than on the mere history; also of the Continental and English critics to about 1700. 3 s.h.
PROFESSOR GILBERT

229, 230.—AMERICAN LITERATURE, 1800-1870.—The writers emphasized in the first semester are Emerson, Thoreau, and Hawthorne; in the second semester, Poe and Melville. 6 s.h.
PROFESSOR TURNER

231. EMERSON.—A study of Emerson's ideas as reflected in selected examples of his essays and poems. 3 s.h.
PROFESSOR GOHDES

232. WHITMAN.—A detailed study of *Leaves of Grass* and of selected prose works. 3 s.h.
PROFESSOR GOHDES

233. AMERICAN LITERATURE 1870-1900.—Selected works of the chief authors of the period, including Whitman, Lanier, Mark Twain, James, Howells, Crane, and Emily Dickinson. The lectures will deal with the social background as well as the literary trends and the careers of the major authors. 3 s.h.
PROFESSOR GOHDES

234. AMERICAN LITERATURE OF THE TWENTIETH CENTURY.—Selected works of representative authors, including Dreiser, Edith Wharton, Mencken, Lewis, Willa Cather, O'Neill, Robinson, Frost, Eliot, Hemingway, and Faulkner. The lectures will deal primarily with literary trends as shaped by the social background. 3 s.h.
PROFESSOR GOHDES

237. ENGLISH DRAMA, 1642-1800.—The heroic play and the comedy of manners of the Restoration; the important plays, serious and comic, of the eighteenth century. 3 s.h.
PROFESSOR WARD

239. SHAKESPEARE.—A study of the plays and poems, with attention to sources, earlier criticism, and the work of Shakespeare's contemporaries. 3 s.h.
PROFESSOR GILBERT

245. THE EIGHTEENTH-CENTURY NOVEL.—Richardson, Fielding, Smollett, and Sterne are emphasized. Some attention is given to earlier prose fiction and to other contributing literary patterns. 3 s.h.
PROFESSOR BOYCE

251, 252. ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY.—A survey of the major works in prose, poetry, and drama from 1600 to the death of Dryden. 6 s.h.
PROFESSOR WARD

262. ENGLISH LITERATURE OF THE EARLY TWENTIETH CENTURY.—Representative work of leading writers from 1900 to 1930, in the fields of fiction, drama, poetry, and essay. Critical analysis of selected specimens, and discussion of types, themes, and trends. 3 s.h.
PROFESSOR STEVENSON

269, 270. SOUTHERN LITERATURE.—The principal authors and the chief literary development from the beginning to the present. Emphasis in the first semester is on Byrd, Kennedy, Simms, Poe, Timrod, and the humorists; in the second on Lanier, Harris, Cable, Mark Twain, Ellen Glasgow, and Faulkner. Attention is given to the historical and cultural background and to literary relations extending outside the region. 6 s.h.
PROFESSOR TURNER

273. HAWTHORNE AND MELVILLE.—Extensive reading in the works of Hawthorne and Melville, and close study of selected writings. 3 s.h.
PROFESSOR TURNER

274. AMERICAN HUMOR.—The development of the native tradition in the Down-East humorists and the humorists of the Old Southwest. Extensive reading in Mark Twain and his contemporaries, and some attention to the continuation of the tradition after Mark Twain. 3 s.h.
PROFESSOR TURNER

304. STUDIES IN THE METAPHYSICAL POETS.—A careful study of Donne, Herbert, and Vaughan against the seventeenth century background, with some attention to their influence on other writers in the period and their impact on twentieth century poetry. 3 s.h.
PROFESSOR BRINKLEY

311. BEOWULF.—Reading and interpretation of the text. 3 s.h. To be offered in 1957-58.
ASSOCIATE PROFESSOR FISHER

312. EARLIER MIDDLE ENGLISH LITERATURE.—Linguistic and literary analysis of selected texts from 1200 to 1350, with attention to the Middle English dialects. 3 s.h. To be offered in 1957-58.
ASSOCIATE PROFESSOR FISHER

315, 316. LATER MIDDLE ENGLISH LITERATURE.—Reading and interpretation of the texts of the literature from 1350 to 1500, exclusive of Chaucer. Emphasis in the first term on Wyclif, Gower, the *Pearl* Poet, *Piers Plowman*; in the second, on Lydgate, the Scottish Chaucerians, Malory, the Middle English drama, carols. 6 s.h. To be offered in 1958-59.
ASSOCIATE PROFESSOR FISHER

375, 376. SEMINAR IN THE SIXTEENTH AND SEVENTEENTH CENTURIES. 6 s.h.
PROFESSORS GILBERT AND WARD

377, 378. SEMINAR IN THE EIGHTEENTH CENTURY.—6 s.h.
PROFESSORS IRVING AND BOYCE

379, 380. SEMINAR IN THE EARLY NINETEENTH CENTURY. 6 s.h.
PROFESSOR STEVENSON

381, 382. SEMINAR IN THE LATE NINETEENTH CENTURY. 6 s.h.
PROFESSOR STEVENSON

391, 392. SEMINAR IN AMERICAN LITERATURE. 6 s.h.
PROFESSORS GOHDES AND TURNER

FORESTRY

PROFESSOR KORSTIAN, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—308 SOCIAL SCIENCE; PROFESSORS HARRAR, KRAMER, AND SCHUMACHER; ASSOCIATE PROFESSOR ANDERSON; ASSISTANT PROFESSORS JOHNSON, RALSTON, AND STOLTENBERG

Major and minor work is offered in the scientific aspects of forestry leading to the Master of Arts and Doctor of Philosophy degrees. Work for these degrees may be pursued only in forest-tree physiology, wood anatomy and properties, forest pathology, silvics, forest soils, forest mensuration, forest entomology, and forest economics. College graduates who have had specialized training in botany or soil science and in allied basic subjects, such as physics, chemistry, geology, and zoology, may pursue graduate study and research only in the specialized fields for which their previous work has qualified them. Students who do not have previous training in forestry will be required to complete a minimum of thirty semester hours of approved work in forestry as a preliminary requirement to advanced study for the A.M. and Ph.D. degrees. The holders of these degrees will not be regarded as professionally trained foresters. For information on professional training in forestry, see *Bulletin of the School of Forestry*. For detailed information concerning admission to the Graduate School and for regulations governing candidacy for the A.M. and Ph.D. degrees and for other regulations, consult the proper pages in this *Bulletin*.

FOR SENIORS AND GRADUATES

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisites: Botany 1 and 2, or equivalent. 3 s.h. ASSISTANT PROFESSOR JOHNSON

231. FOREST ENTOMOLOGY.—Morphology, general classification, life histories, and control of insects injurious to forest trees, logs, and lumber. 3 s.h. ASSOCIATE PROFESSOR ANDERSON

251. SAMPLING METHODS IN FORESTRY.—Statistical background for solution of sampling problems with special reference to sample inventory of a forest property. Offered both semesters. Prerequisite: Forestry 5151. 3 s.h. PROFESSOR SCHUMACHER

252. FOREST MENSURATION.—Empirical equation and curve fitting appropriate for construction of timber yield tables, tree volume and taper tables; significance tests and graphical solution of equations. Assignments require operation of calculating machines. Prerequisite: Forestry 251. 3 s.h. PROFESSOR SCHUMACHER

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of botany. 3 s.h. PROFESSOR HARRAR

257. DESIGN OF FORESTRY EXPERIMENTS AND ANALYSIS OF DATA.—Role of experimental design in field and laboratory, and statistical analysis of data as aspects of scientific method in forest research. 5 s.h. PROFESSOR SCHUMACHER

259. PROPERTIES OF WOOD.—The chemical nature of wood substance and its industrial chemical derivatives. Wood-moisture relationships; pertinent non-mechanical physical properties; mechanical properties and factors affecting the strength of wood; standard timber testing procedures. Uses of woods as determined by their properties. Prerequisites: one year of college chemistry; one course in college physics. 3 s.h. PROFESSOR HARRAR

260. WOOD ANATOMY.—Study of the physical features and the gross and minute structural characteristics of wood leading to the identification of the commercial woods of the United States, and the important foreign woods used in American wood-working industries. Elementary microtechnique. Prerequisite: one year of botany. 3 s.h. PROFESSOR HARRAR

261. FOREST SOILS.—Origin, development, and classification of soils with special emphasis on those developed in humid climates; morphological, physical, and chemical properties of soils in relation to growth of trees; effect of forests on soils. Prerequisites: Chemistry 1 and 2, and Physics 1, or equivalents; physical geology, mineralogy, petrology, and analytical chemistry are also desirable. 3 s.h.

ASSISTANT PROFESSOR RALSTON

264. SILVICS.—Ecological foundations of silviculture with special reference to forest site factors; influence of forests on their environment; growth and development of trees and stands; origin, development, and classification of forest communities; methods of studying forest environments. Desirable prerequisites: plant physiology, plant ecology, and Forestry 261, or equivalent. 3 s.h. ASSISTANT PROFESSOR RALSTON

276. FORESTRY POLICY.—Objective study and analysis of the development of public land and forestry policies in the United States, present policies of public and private forestry organizations, and current policy issues in the light of economic and other criteria. 2 s.h.

ASSISTANT PROFESSOR STOLTENBERG

277. ECONOMICS OF FORESTRY.—Principles of economics used in the analysis of factors affecting the supply of forest products, pricing of stumpage and primary forest products, factors affecting the demand for forest products, economic characteristics and problems of the major forest products industries; analysis of such specific private forestry problems as marketing, forest ownership pattern, taxation, credit, risk, and economic fluctuations. Prerequisite: at least one course in the principles of economics. 3 s.h.

ASSISTANT PROFESSOR STOLTENBERG

FOR GRADUATES

323-324. ADVANCED FOREST PATHOLOGY.—Advanced study and research on life histories and control of diseases of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and forest pathology. Credits to be arranged.

ASSISTANT PROFESSOR JOHNSON

326. ADVANCED FOREST SOILS.—Interrelations of the physical, chemical, and biological characteristics of forest and range soils. Prerequisites: analytical chemistry and Forestry 261. 3 s.h.

ASSISTANT PROFESSOR RALSTON

351-352. ADVANCED PHYSIOLOGY OF FOREST TREES.—Advanced study and research on problems in physiology of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and plant ecology or silvics. Credits to be arranged.

PROFESSOR KRAMER

356. SEMINAR IN FOREST ECONOMICS.—Examination and discussion of the application of economic concepts in forestry, the potential contribution of economic analysis to private and public forest management; current research in forest economics. Prerequisite: Forestry 277 or equivalent; courses in economic theory are desirable. 2 s.h.

ASSISTANT PROFESSOR STOLTENBERG

357-358. RESEARCH IN FORESTRY.—Credits to be arranged. Students who have had adequate training may do research under direction of members of the Faculty in the following branches of forestry:

a. **SILVICS.**—Prerequisites: Forestry 253, 261, and 264, or equivalents.

PROFESSOR KORSTIAN; ASSISTANT PROFESSOR RALSTON

b. **FOREST SOILS.**—Prerequisite: Forestry 261 or equivalent.

ASSISTANT PROFESSOR RALSTON

c. **FOREST ECONOMICS.**—Prerequisite: Forestry 277 or equivalent.

ASSISTANT PROFESSOR STOLTENBERG

f. **PROPERTIES OF WOOD.**—Prerequisites: Forestry 259 and 260, or equivalents.

PROFESSOR HARRAR

g. **FOREST MENSURATION.**—Prerequisites: Forestry S151, 251, and 252, or equivalents.

PROFESSOR SCHUMACHER

h. **FOREST ENTOMOLOGY.**—Prerequisite: Forestry 231 or equivalent.

ASSOCIATE PROFESSOR ANDERSON

GERMANIC LANGUAGES AND LITERATURE

PROFESSOR SALINGER, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—301b GRAY;
PROFESSORS SHEARS AND VOLLMER

The Department of German offers graduate work leading to the A.M. degree. Students who expect to major in German should have had sufficient undergraduate courses in Germanic languages to enable them to proceed to more advanced work.

Students who wish to take courses in German for a minor should normally have completed a third-year course (in exceptional cases, a second-year) of College German with acceptable grades.

For 1956-57 the courses planned are 201, 202, 209, 210.

201, 202. GOETHE.—A study of his life and works, in the light of his lasting significance to World Literature. 6 s.h. PROFESSOR SALINGER

203, 204. EIGHTEENTH CENTURY.—Eighteenth-century German literature in its relation to contemporary European philosophy. 6 s.h. PROFESSOR VOLLMER

207, 208. GERMAN ROMANTICISM.—The course covers the entire field of German Romanticism from 1800 to 1850. 6 s.h. PROFESSOR VOLLMER

209, 210. KLEIST, GRILLPARZER, AND HEBBEL.—The development of the drama in Germany and Austria between Schiller and naturalism. 6 s.h. PROFESSOR SALINGER

211, 212. HEINRICH HEINE.—A study of the German poet and his immediate successors in the movement known as *Jungdeutschland*. 6 s.h. PROFESSORS VOLLMER AND SALINGER

213, 214. LITERATURE OF THE EMPIRE, 1871-1914.—A study of the literature of this period with special emphasis on a few leading writers such as Fontane, Hauptmann, Mann, and Hesse. 6 s.h. PROFESSOR SHEARS

RELATED COURSES IN OTHER DEPARTMENTS

The following courses in other departments are recommended to students, who are majoring in Germanics, as particularly valuable in building a proper background for Germanic studies:

(a) Graduate courses in literature or philology, offered by the ancient and modern language departments, to be selected after consultation with the Germanic Department.

(b) Graduate courses in history and philosophy, offered by those departments, to be selected after consultation with the Germanic Department.

HISTORY

PROFESSOR CARROLL, CHAIRMAN—235 ALLEN; PROFESSOR WOODY, DIRECTOR OF GRADUATE STUDIES—231 ALLEN; PROFESSORS ALDEN, CLYDE, CURTISS, HAMILTON, LANNING, AND MANCHESTER; ASSOCIATE PROFESSORS FERGUSON, NELSON, PARKER, ROPP, AND WATSON; ASSISTANT PROFESSOR STEVENS

A student who intends to work for an A.M. degree in history must present a total of eighteen semester hours of credit for undergraduate courses in history, of which six hours must be in American History if he plans to take his major in that field.

A candidate for the degree of Doctor of Philosophy in history is required to prepare himself in four fields of history, one of which must be in American history and another in the history of Western Europe. The choice and delimitation of fields is determined in consultation with his supervisor and the Director of Graduate Studies. The Department offers graduate instruction in the following fields: Western Europe; American history; Great Britain; Latin America; American Foreign Relations; the Far East in the modern period; Russia; Military history.

Students may receive credit for either semester of a hyphenated course without taking the other semester if they obtain written permission from the instructor and the Director of Graduate Studies.

For 1956-57 the courses planned are as follows: 203-204; 205-206; 217, 218, 225-226, 227, 228, 231-232, 235, 236, 241-242, 245-246, 261-262, 263-264, 265, 266, 267, 268, 269, 270, 305, 309, 312, 315, 317, 320, 321, 343, 401.

FOR SENIORS AND GRADUATES

203-204. **THE UNITED STATES, 1850-1900.**—The rise of sectionalism, secession, wartime problems of the Union and Confederacy, political and economic adjustments of Reconstruction, the status of the Negro, the New South, problems of capital and labor, the agrarian revolt, political parties and reforms, the Spanish-American War. 6 s.h.

PROFESSOR WOODY

205-206. **THE UNITED STATES IN THE TWENTIETH CENTURY.**—The emergence of the United States as a major power; attention is focused on domestic developments and conflicting theories of expansion and federal power. Emphasis in the first semester is on the progressive era and the first World War; the second semester is devoted to the twenties and to the Franklin Roosevelt administration. 6 s.h.

ASSOCIATE PROFESSOR WATSON

209-210. **CONSTITUTIONAL HISTORY OF THE UNITED STATES, 1760 TO THE PRESENT.**—A study of the basic problems in forming the Constitution; of its development through the major crises in the history of the United States; of the effects of changing social, cultural, economic, and political conditions on the Constitution. 6 s.h.

ASSISTANT PROFESSOR STEVENS

213-214. **THE OLD SOUTH.**—Political thought and party trends from Jefferson to Calhoun; agriculture, slavery, expansion; commerce, manufacturing, transportation; urban life, religion, education; the rise of Southern nationalism. 6 s.h.

PROFESSOR WOODY

215-216. **FOREIGN POLICY AND DIPLOMACY OF THE UNITED STATES.**—The work in the first semester, covering the period 1775-1877, deals with such topics as the origins and evolution of basic foreign policies; isolation from Europe; paramount interests in Latin America, including the Monroe Doctrine; international co-operation in the Far East. The work in the second semester, covering the period since 1877, deals with such topics as the rise of the new Manifest Destiny; beginnings of American imperialism in Latin America and the Far East; the failure of traditional neutrality in the first World War; postwar conflicts between isolation and collective security; involvement in the second World War. 6 s.h.

PROFESSOR CLYDE

217, 218. **EUROPE SINCE 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

PROFESSOR CARROLL

221-222. **THE AGE OF THE RENAISSANCE.**—The decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. 6 s.h.

ASSOCIATE PROFESSOR NELSON

225-226. **THE AGE OF THE REFORMATION.**—A survey of European civilization from 1500 through the Peace of Westphalia. 6 s.h.

ASSOCIATE PROFESSOR NELSON

227-228. **EUROPE IN THE NINETEENTH CENTURY.**—A study, beginning with the career of Napoleon Bonaparte, of the forces and personalities influential in the nineteenth century. Emphasis in the first semester is on the problems of the biographer; in the second, on those of a student of national communities. 6 s.h.

ASSOCIATE PROFESSOR PARKER

231-232. **THE HISPANIC COLONIES AND REPUBLICS IN AMERICA.**—The development of the Iberian states as colonizing powers, the conquest of America, the Spanish treatment of the Indian, the contest between Spain and other European nations over America, the independence movement, the struggle for stable government, the rise of liberalism with special emphasis upon Mexico from the Revolution of 1910 to the present, and basic inter-American developments. 6 s.h.

PROFESSOR LANNING

233-234. THE INSTITUTIONAL, CULTURAL, AND SOCIAL HISTORY OF HISPANIC AMERICA.—The first semester of this course deals with subject races, the development of mixed breeds, the governmental system, the Church and the Inquisition, and Spanish culture with emphasis upon university subjects. In the second semester the work deals with the political ideas of the wars of independence, revolution and dictatorship, the rise of public education, public health, land reform, and proletarian movements. 6 s.h.
 PROFESSOR LANNING

235, 236. EUROPEAN EXPANSION OVERSEAS.—In the first semester attention is given to the age of discovery and to the origin and development of the great European overseas empires with special emphasis on the role of the Portuguese in India and the Americas. The work of the second semester deals with the decline of the mercantile empires, the emergence of independent centers of European culture overseas (Brazil being taken as one example), and the revival of mercantile imperialism in the late nineteenth and the twentieth centuries. 6 s.h.
 PROFESSOR MANCHESTER

241-242. THE FAR EAST.—The history of the Western impact on Eastern Asia in the 19th and 20th centuries. Emphasis is placed on such matters as commercial and colonial expansion, the opening of China and Japan, the development by the Western Powers and Japan of colonial, imperialistic, and nationalistic interests, and the rise of Communist power in Asia. 6 s.h.
 PROFESSOR CLYDE

243-244. THE UNITED STATES AND THE FAR EAST.—An historical analysis of American relations with the peoples of Eastern Asia during the 19th and 20th centuries. 6 s.h.
 PROFESSOR CLYDE

245-246. WAR IN THE MODERN WORLD.—This course is concerned with the relations between warfare and modern political, economic and social conditions. Special attention is given to the development of British and American military methods and to the events of the American Civil War and the two World Wars. The work in the first semester deals with Clausewitz's theories of warfare and the period from the introduction of gunpowder to 1871; in the second semester there is a more detailed analysis of recent land, sea, and air warfare. 6 s.h.
 ASSOCIATE PROFESSOR ROPP

261-262. RUSSIA IN THE TWENTIETH CENTURY.—A study of the background of the Revolution of 1917 followed by an analysis of the history and policies of the Soviet state. 6 s.h.
 PROFESSOR CURTISS

263-264. AMERICAN COLONIAL HISTORY AND THE REVOLUTION, 1607-1789.—The founding and institutional development of the English colonies; the background, progress, and results of the Revolution. 6 s.h.
 PROFESSOR ALDEN

265, 266. THE WESTWARD MOVEMENT IN THE UNITED STATES.—Settlement from the Atlantic to the Pacific and beyond; frontier problems of colonization, land systems, economy, law and government; interactions of frontier and metropolis, the first semester emphasizes the West in the colonial period, Revolution, and formation of the union; the second semester stresses sectionalism, slavery, expansion and the Civil War, the modern West, and contemporary problems. 6 s.h.
 ASSISTANT PROFESSOR STEVENS

267. THE TRANSITION FROM MEDIEVAL TO MODERN ENGLAND.—A study of the changes in English society and ideas from the time of Edward III to that of Elizabeth. 3 s.h.
 ASSOCIATE PROFESSOR FERGUSON

268. ENGLAND FROM ELIZABETH TO ANNE.—Political, social, and intellectual problems from the late sixteenth to the early eighteenth centuries. 3 s.h.
 ASSOCIATE PROFESSOR FERGUSON

269. BRITISH HISTORY FROM 1714 to 1867.—The interrelationship of the leadership of such men as Walpole, Chatham, Pitt, and Peel with war, revolution, and social institutions; the rise of the cabinet system; the Industrial Revolution; imperial changes; and reform. 3 s.h.
 PROFESSOR HAMILTON

270. GREAT BRITAIN AND THE COMMONWEALTH OF NATIONS, 1867 TO THE PRESENT.—A history of Great Britain at the height of her world dominance and beyond, her oceanic empire, and the evolution of that empire into a unique world-wide Commonwealth of Nations. 3 s.h. PROFESSOR HAMILTON

FOR GRADUATES

305. SEMINAR IN THE HISTORY OF ENGLAND AND THE BRITISH EMPIRE.—The work consists of practical training in the methods of historical research based on sources for modern British history. Year course. 2 s.h.

PROFESSOR HAMILTON

309. SEMINAR IN AMERICAN COLONIAL AND REVOLUTIONARY HISTORY.—Year Course. 2 s.h. PROFESSOR ALDEN

315. SEMINAR IN SOUTHERN HISTORY.—Year course. 2 s.h.

PROFESSOR WOODY

317. SEMINAR IN RECENT EUROPEAN HISTORY.—Year course. 2 s.h.

PROFESSOR CARROLL

321. SEMINAR IN THE HISTORY OF SPAIN, HISPANIC AMERICA, AND INTER-AMERICAN RELATIONS.—Year course. 2 s.h. PROFESSOR LANNING

336. POLITICAL HISTORY OF THE UNITED STATES, 1783-1860.—Among the topics treated are public issues, political ideas, forms of party organization, and techniques for attaining personal and party success in politics. Year course. 4 s.h.

343. SEMINAR IN THE HISTORY OF AMERICAN FOREIGN RELATIONS AND THE FAR EAST.—Particular attention is given to a critical examination of the bibliography of the field. Year course. 2 s.h. PROFESSOR CLYDE

401. SEMINAR ON THE BRITISH COMMONWEALTH.—3 s.h.

PROFESSORS COLE, HAMILTON AND SPENGLER

HISTORIOGRAPHY AND THE TEACHING OF HISTORY

FOR GRADUATES

312. SEMINAR IN THE TEACHING OF HISTORY IN COLLEGE.—The work in this course is intended to acquaint students with the problems involved in teaching history in college. It includes critical observation of the teaching by members of the History Staff in Duke University. Year course. 2 s.h.

PROFESSOR MANCHESTER AND PROFESSOR HAMILTON

This course is required of all candidates for the degree of Doctor of Philosophy who are in residence as many as two years at Duke University unless excused therefrom by the Department.

320. HISTORIOGRAPHY.—A critical study of the process of finding, appraising, and interpreting the sources of history and of the presentation of the results in narrative. Works of important historians from Herodotus to the present are analyzed. The student undertakes specific exercises in research, criticism, and narration. There is consideration of such general topics as schools, theories, philosophies, and the function of history. Year course. 4 s.h. ASSOCIATE PROFESSOR NELSON

This course is required of all candidates for the degree of Doctor of Philosophy who are in residence as many as two years at Duke University unless excused therefrom by the Department.

RELATED COURSES IN OTHER DEPARTMENTS

Economics 215, 216, 231, 311-312; Political Science 223, 224, 225, 226, 227, 228, 229, 231. Religion 309, 395, 396; Sociology 382.

MATHEMATICS

PROFESSOR GERGEN, CHAIRMAN—134 PHYSICS BUILDING; PROFESSOR ROBERTS, DIRECTOR OF GRADUATE STUDIES—230 PHYSICS BUILDING; PROFESSORS CARLITZ, DRESSEL, ELLIOTT, AND THOMAS; SENIOR RESEARCH ASSOCIATE BUREAU, VISITING ASSOCIATE PROFESSOR CAMPBELL

Graduate work in the Department of Mathematics is offered leading to the A.M. and Ph.D. degrees. The student, in his undergraduate work, must have had courses in differential and integral calculus, and at least 6 semester hours of other courses in mathematics on the junior or senior level.

The A.M. degree with a major in mathematics is awarded primarily on the basis of scholarship. Of the 24 semester hours of course work required for this degree, 18 semester hours must be taken in the Department of Mathematics.

The Ph.D. degree in mathematics is awarded upon the demonstration of ability and training in research. The original dissertation, therefore, becomes the most important of the formal requirements for this degree.

Because of the important literature of mathematics written in German and French, the student must have a practical reading knowledge of these languages near the beginning of his graduate study.

For 1956-57 the courses planned are 235-236, 247-248, 285, 286, 291-292, 343-344, 371-372.

FOR SENIORS AND GRADUATES

221. NUMERICAL ANALYSIS.—The electronic computer, the art of calculation, and the analysis of error. The transition from physical reality to physical abstraction, to mathematical abstraction, to numerical abstraction, to a numerical computing program. Numerical function theory, theory of approximation, approximate solution of equations, and numerical calculus. Prerequisite: calculus. 3 s.h.

ASSOCIATE PROFESSOR CAMPBELL

227-228. THEORY OF NUMBERS.—Congruences, arithmetic functions, compound moduli, quadratic reciprocity, Gauss sums, quadratic forms, sums of squares. Prerequisite: calculus. 6 s.h.

PROFESSOR CARLITZ

229-230. ALGEBRAIC NUMBERS.—Ideals, unique factorization, divisors of the discriminant, determination of the class number. Prerequisite: theory of equations. 6 s.h.

PROFESSOR CARLITZ

235-236. ABSTRACT ALGEBRA.—Groups, fields, rings, matrices, quadratic and bilinear forms, general Galois theory, hypercomplex systems. Prerequisite: calculus. 6 s.h.

PROFESSOR CARLITZ

247-248. ARITHMETIC OF POLYNOMIALS.—Field theory, detailed study of finite fields, special polynomials and functions, valuation theory, the zeta function. Prerequisite: Mathematics 235 or consent of the instructor. 6 s.h.

PROFESSOR CARLITZ

253-254. DIFFERENTIAL GEOMETRY.—Curves and surfaces in three-dimensional Euclidean space, applicability, differential parameters, Riemannian geometry of n -space. Prerequisite: calculus. 6 s.h.

PROFESSOR THOMAS

255-256. PROJECTIVE GEOMETRY.—Postulational, synthetic treatment centering around Desargues' theorem and the principle of projectivity. Conics, coordinates, order, continuity, metric properties. Prerequisite: calculus. 6 s.h.

PROFESSOR THOMAS

271-272. INTRODUCTORY TOPOLOGY.—Topological properties of Euclidean spaces, set-theoretic and combinatorial methods. Prerequisite: calculus. 6 s.h.

PROFESSOR ROBERTS

285. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Vectors, line and surface integrals, tensors, complex variables, differential and integral equations. Prerequisite: Mathematics 53. 3 s.h.

PROFESSOR DRESSEL

286. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Wave equation, Fourier series, heat equations, telegraphic equation, Legendre polynomials, Bessel functions, Schrödinger's equation. Prerequisite: Mathematics 53. 3 s.h.

PROFESSOR DRESSER

291-292. THEORY OF FUNCTIONS.—Limits, implicit functions, power series, double series, Cauchy's theorem and its applications, residues, Riemann surfaces, conformal mapping. Prerequisite: calculus. 6 s.h.

PROFESSOR GERGEN

FOR GRADUATES

325-326. REAL VARIABLE.—Number system, Lebesgue and Stieltjes integrals, topics in Fourier series. Prerequisite: Mathematics 291-292. 6 s.h.

PROFESSOR GERGEN

327-328. PARTIAL DIFFERENTIAL EQUATIONS.—Boundary problems for partial differential equations of the second and higher order with two or more independent variables. Equations of mixed type. Finite part and logarithmic part of divergent integrals, and their application. Prerequisite: Mathematics 291-292. 4 s.h.

DR. BUREAU

337-338. EXISTENCE THEOREMS.—Systems of partial differential equations, Pfaffian systems, theorems of Cauchy, Riquier, and Cartan, singular integral varieties. Prerequisite: Mathematics 291-292. 6 s.h.

PROFESSOR THOMAS

343-344. ORDINARY DIFFERENTIAL EQUATIONS.—Solution by separation of variables, exact differentials, integrating factors, solution in series. Cauchy's existence theorem, linear differential systems, singular points, partial differential equations equivalent to ordinary systems. Prerequisite: Mathematics 291-292. 6 s.h.

PROFESSOR THOMAS

371-372. DIMENSION THEORY.—Abstract spaces, separation theory for Euclidean spaces, dimension theory. Prerequisite: Mathematics 271-272. 6 s.h.

PROFESSOR ROBERTS

PHILOSOPHY

PROFESSOR BAYLIS, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—3-1-3 WEST DUKE BUILDING; PROFESSORS NEGLEY AND PATTERSON; ASSISTANT PROFESSORS BUCK, CLARK, PEACH, AND WELSH

The Department of Philosophy offers graduate work leading to the A.M. and Ph.D. degrees. Students may specialize in any of the following fields; The History of Philosophy; Logic; Philosophy of Science; Epistemology; Metaphysics; Philosophical Analysis; Ethics; Aesthetics; Political Philosophy; Philosophy of Religion; and Philosophy of Law.

Individual programs of study are developed to meet each student's needs. The following requirements, however, are fundamental: (1) in February of their first year new graduate students in philosophy who are not then taking the Preliminary Examinations for the Ph.D. are required to take Qualifying Examinations in the history of philosophy, ancient and modern, and in logic, both classical and symbolic. A student's achievement on these examinations will be regarded as indicative of his ability to undertake advanced graduate work. (2) Preliminary Examinations for the Ph.D., which may be taken only after a student has met the language requirements for that degree, should be passed during the first year of study beyond the A.M. degree. In these examinations students are expected to combine historical knowledge with critical understanding.

Work in a minor field outside of the Department, but not necessarily confined to any one department, must include six hours for the A.M. and twelve for the Ph.D. and may include more as a student's program requires or permits.

For 1956-57 the courses planned are as follows: 202, 203, 205, 208, 210, 217, 225, 228, 229, 232, 241, 252.

FOR SENIORS AND GRADUATES

202. **PHILOSOPHY OF ART.**—A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, and painting. Problems discussed include: the nature and purposes of the arts; meaning in the arts; art and morality; the role of standards in art criticism; aesthetic judgment; interpretation and evaluation. 3 s.h. (E)

ASSISTANT PROFESSOR WELSH

203. **CONTEMPORARY ETHICAL THEORIES.**—Critical discussion and evaluation of the ethical views of twentieth century British and American philosophers. 3 s.h. (E)

PROFESSOR BAYLIS

205. **EPISTEMOLOGY.**—A critical and evaluative study of rival theories of meaning, truth and knowledge, of the nature and grounds of a priori knowledge, and of the nature of empirical knowledge and the types of empirical evidence. 3 s.h. (E)

PROFESSOR BAYLIS

208. **POLITICAL PHILOSOPHY.**—Analysis of the structure of social organization with particular reference to the nature of political and legal institutions. 3 s.h. (w)

PROFESSOR NEGLEY

210. **PHILOSOPHY OF RELIGION.**—A critical and constructive study of the nature of religion, of its various forms and manifestations, and of its functions in human life. 3 s.h. (E)

PROFESSOR PATTERSON

211. **PLATO.**—An examination of Plato's views with respect to knowledge, reality, and the state. 3 s.h. (E)

PROFESSOR PATTERSON

217. **ARISTOTLE.**—An analysis of Aristotle's views with respect to knowledge, reality, and the state. 3 s.h. (E)

PROFESSOR PATTERSON

218. **MEDIEVAL PHILOSOPHY.**—A study of the philosophy of the Middle Ages with special attention to selected texts from the works of Christian, Jewish and Arabian philosophers. 3 s.h. (E)

PROFESSOR PATTERSON

219. **KANT.**—Reading and discussion of his philosophy, with some attention to historical continuity. 3 s.h. (w)

PROFESSOR NEGLEY

220. **THE POST-KANTIANS.**—The development from Kant through Fichte and Schelling to Hegel; emphasis on the Hegelian dialectic and its influence on political and legal philosophy. 3 s.h. (w)

PROFESSOR NEGLEY

222. **REASON AND COMMON SENSE IN 17TH AND 18TH CENTURY BRITISH THOUGHT.**—Studies in the theories of reason and sentiment following Hobbes, and the development of opposition among rational, common sense and empirical theories of knowledge and conduct. Readings in Cumberland, Shaftesbury, Hutcheson, Reid and others. 3 s.h. (E)

ASSISTANT PROFESSOR PEACH

223. **CONTEMPORARY PHILOSOPHY: IDEALISM.**—Examination and analysis of the idealist position in recent and contemporary philosophy, with special attention to the works of F. H. Bradley and the British Idealists. 3 s.h. (w)

PROFESSOR NEGLEY

224. **CONTEMPORARY PHILOSOPHY: REALISM.**—A critical analysis, comparison and evaluation of the several varieties of recent realistic theories, presentative and representative. 3 s.h. (E)

PROFESSOR BAYLIS

225. **BRITISH EMPIRICISM.**—A critical study of the writings of Locke, Berkeley, and Hume, with special emphasis on problems in the theory of knowledge. 3 s.h. (E)

227. **CONTINENTAL RATIONALISM.**—A critical study of the writings of Descartes, Spinoza, and Leibnitz, with special emphasis on problems in the theory of knowledge and metaphysics. 3 s.h. (E)

ASSISTANT PROFESSOR PEACH

228. **RECENT AND CONTEMPORARY PHILOSOPHY.**—A critical study of outstanding philosophical views from Schopenhauer to the present. 3 s.h. (E)

ASSISTANT PROFESSOR PEACH

229. **AMERICAN PRAGMATISM.**—Studies in the philosophy of Peirce, James, Dewey and Mead. 3 s.h. (E)

ASSISTANT PROFESSOR WELSH

232. SPECIAL PROBLEMS IN THE PHILOSOPHY OF SCIENCE.—Selected topics concerning the methods of the sciences and the philosophy of science. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

236. ORIENTAL PHILOSOPHY.—A study of the genesis of philosophical ideas in the Upanishads and the Bhagavadgita, and of the developments of the orthodox systems and of the philosophies of the Jains and the Buddhists. 3 s.h. (E)
Offered in 1957-8 and every third year. PROFESSOR PATTERSON

241. LOGIC.—Fundamental Problems of Logic. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

250. PHILOSOPHICAL ANALYSIS.—A critical study of recent and contemporary essays in philosophical analysis, and an evaluation of the nature, methods, and results of this movement. 3 s.h. (E)
PROFESSOR BAYLIS AND ASSISTANT PROFESSOR BUCK

252. METAPHYSICS.—A critical and evaluative study of rival metaphysical theories and their bases. Analysis of the fundamental metaphysical categories and of metaphysical methods. 3 s.h. (E)
PROFESSOR BAYLIS

FOR GRADUATES

331, 332.—Seminars in Special Fields of Philosophy. 3 s.h. (E)
Offered as occasion arises. ALL MEMBERS OF THE GRADUATE STAFF

- | | |
|----------------------------|----------------------------|
| (a) Logic | (aa) Philosophy of Science |
| (b) Ethics | (bb) Political Philosophy |
| (c) Aesthetics | (cc) Epistemology |
| (d) Philosophy of Religion | (dd) Metaphysics |
| (e) History of Philosophy | (ee) History of Philosophy |

351, 352. SEMINAR IN THE TEACHING OF PHILOSOPHY.—Required of all candidates for the Ph.D. degree in Philosophy. Discussion of the problems of teaching philosophy at the undergraduate level. Practice teaching in occasional undergraduate sections. 1 s.h. (E)
ALL MEMBERS OF THE GRADUATE STAFF

PHYSICS

PROFESSOR NIELSEN, CHAIRMAN—119 PHYSICS BUILDING; ASSOCIATE PROFESSOR GREULING, DIRECTOR OF GRADUATE STUDIES—213 PHYSICS BUILDING; PROFESSORS GORDY, NEWSON, NORDHEIM, AND SPONER; ASSOCIATE PROFESSORS FAIRBANK AND LEWIS; ASSISTANT PROFESSORS BLOCK AND WILLIAMSON

The Department of Physics offers graduate work leading to the A.M. and Ph.D. degrees. Course work is designed to give a broad basic foundation in classical and modern physics. All graduate students will be expected to acquire a thorough knowledge of the various branches of classical physics and some familiarity with modern physics and with basic laboratory skills. They will be required to take such course work in the 200 number courses as may be necessary to obtain this foundation.

The student will be required to take such course work as will best be adapted to the kind of work he will subsequently specialize in and to the kind of research he will undertake. The choice of minor will be similarly determined.

Since a practical reading knowledge of French and German is highly desirable for the student of physics, he should satisfy these language requirements as early as possible.

For 1956-57 the courses planned are 201-202, 213-214, 217-218, 219-220, 304, 315-316, 320, 335, 341, 343, 351-352.

FOR SENIORS AND GRADUATES

201-202. MECHANICS.—The fundamental principles of Newtonian mechanics; general dynamics of systems of particles, and rigid bodies; the methods of Lagrange and Hamilton; generalized mechanics. Prerequisite: Physics 125. 6 s.h.
ASSISTANT PROFESSOR BLOCK

213-214. CONTEMPORARY PHYSICS.—A course which covers the fundamental concepts and the experimental basis of modern physics. Three lectures each week. 6 s.h. ASSOCIATE PROFESSOR LEWIS

217-218. ADVANCED PHYSICS LABORATORY.—Measurements involving the fields of mechanics, electricity, magnetism, heat, sound, optics and modern physics. 2-6 s.h. ALL MEMBERS OF THE GRADUATE STAFF

219. ELECTRICITY AND MAGNETISM.—Fundamentals of electricity and magnetism. Motion of charged particles in fields and the physics of electron tubes. Direct and alternating current circuits and networks. Electromagnetic waves. 3 s.h. ASSOCIATE PROFESSOR LEWIS

220. ELECTRON TUBE CIRCUITS.—Linear circuit analysis, rectifiers, filters, linear amplifiers, feedback, noise, power amplifiers, oscillators, modulation, relaxation oscillators. 3 or 4 s.h. ASSISTANT PROFESSOR WILLIAMSON

FOR GRADUATES

303-304. THERMODYNAMICS AND STATISTICAL MECHANICS.—Fundamental laws of thermodynamics and statistical mechanics with applications to physics and chemistry. Gas laws; transport phenomena; elements of quantum statistics. 6 s.h. ASSOCIATE PROFESSORS FAIRBANK AND GREULING

306. LOW TEMPERATURE PHYSICS.—A study of the properties of matter near the absolute zero of temperature; superconductivity, liquid helium, adiabatic demagnetization. Prerequisite: Physics 303. 3 s.h. ASSOCIATE PROFESSOR FAIRBANK

315-316. PRINCIPLES OF QUANTUM THEORY.—Original and fundamental concepts of quantum theory; wave and matrix mechanics; theory of measurements; exclusion principle and electronic spin. Prerequisite: Physics 201-202. 6 s.h. PROFESSOR NORDHEIM

318-319. ELECTROMAGNETIC FIELD THEORY.—Electrostatics and potential theory; dielectric and magnetic media; the magnetic field of currents and the law of induction. Maxwell's electrodynamics; theory of wave optics; refraction; interference, and diffraction. Crystal optics. Prerequisites: Physics 126, 175. 6 s.h. ASSOCIATE PROFESSOR GREULING

320. THEORY OF ELECTRONS.—Lorentz' equations of electrodynamics. Classical theories of dispersion, magnetism, and conductivity. Theory of relativity. Prerequisite: Physics 318-319. 3 s.h. ASSOCIATE PROFESSOR GREULING

323. THEORY OF ATOMIC SPECTRA.—Excitation of spectra, computation of wave lengths from photographs of spectra, study of the structure of atomic spectra with applications. 3 s.h. PROFESSOR SPONER

324. THEORY OF MOLECULAR SPECTRA.—A study of the structure of molecular spectra with applications. 3 s.h. PROFESSOR SPONER

331. MICROWAVE RADIATION.—Microwave generators, cavity resonators, transmission lines, radiation propagation and detection. 3 s.h. PROFESSOR GORDY

335. MICROWAVE SPECTROSCOPY.—Application of microwaves in the determination of molecular, atomic and nuclear properties. Stark and Zeeman effects in microwave spectroscopy. Magnetic resonance absorption. 3 s.h. PROFESSOR GORDY

340. STRUCTURE OF MATTER.—Selected topics dealing with the constitution of matter, such as crystal structure and x-rays, the solid state and problems of molecular structure. 2 s.h. PROFESSOR SPONER

341. ADVANCED TOPICS IN QUANTUM THEORY.—Quantum theory of radiation and collisions with special reference to nuclear and high energy physics. Prerequisite: Physics 315-316. 3 s.h. PROFESSOR NORDHEIM

343. NUCLEAR PHYSICS.—Elementary theory of the deuteron; low energy neutron proton scattering; theory of nuclear reactions; penetration of potential barriers; nuclear energy levels. Prerequisite: Physics 315. 3 s.h. PROFESSOR NEWSON

344. ADVANCED NUCLEAR PHYSICS.—The deuteron, nuclear forces, scattering of elementary particles, beta-radiation. Other aspects of nuclear physics susceptible of theoretical interpretation. Prerequisite: Physics 343. 3 s.h.

PROFESSOR NORDHEIM

351-352. SEMINAR.—A series of weekly discussions on topics related to the research projects under investigation in the Department. 2 s.h.

ALL MEMBERS OF THE GRADUATE STAFF

POLITICAL SCIENCE

PROFESSOR RANKIN, CHAIRMAN—308 LIBRARY; PROFESSOR WILSON, DIRECTOR OF GRADUATE STUDIES—405 NEW TOWER, LIBRARY; PROFESSORS COLE, CONNERY AND HALLOWELL; VISITING PROFESSORS COKER AND WHEARE; ASSOCIATE PROFESSORS BRAIBANTI AND SIMPSON; VISITING LECTURER LEACH

The Department of Political Science offers graduate work leading to the A.M. and Ph.D. degrees. Instruction is designed to prepare the student for teaching, for government service, and for other work related to public affairs. Before undertaking graduate study in political science, a student is ordinarily expected to have completed at least 12 semester hours of course work in political science, including some work in American government.

Fields of political science in which instruction is at present offered for candidates for the degree of Doctor of Philosophy are the following: American Government and Constitutional Law; Comparative Government; Political Theory; American State and Local Government; International Law; Public Administration. Candidates for the degree of Doctor of Philosophy who propose to major in political science must elect five fields, including Comparative Government and Political Theory; at least one of the five fields must be taken in a department other than the Department of Political Science.

In 1956-57 the courses planned are 207, 209, 211, 212, 221, 223, 224, 225, 226, 227-228, 229, 230, 231, 235, 241, 246, 291, 310, 311, 321, 325, 328, 341, and 401.

FOR SENIORS AND GRADUATES

207. AMERICAN CONSTITUTIONAL LAW AND THEORY.—A study of leading principles of American government, as developed through judicial interpretation of the Constitution. 3 s.h.

PROFESSOR RANKIN

209. PROBLEMS IN STATE AND LOCAL GOVERNMENT IN THE UNITED STATES.—A study of the historical development of state and local governments, their present organizations and subdivisions, and their relation to each other. Special attention is given to the position of the states in the federal union through the study of federal-state, inter-state, and state-local relations. 3 s.h.

PROFESSOR RANKIN

211. POLITICAL INSTITUTIONS OF THE FAR EAST.—An analysis of the ideas underlying the development of government in Japan, China, and Korea. Study of the writings of Lao-tse, Confucius and the sacred books of Buddhism and Shinto. Particular attention is given to the theory of Confucian bureaucracy, the Taikwa Reform, the development of the Tokugawa administrative state, the constitutional reforms of Sun Yat-sen in China and of the Meiji Era in Japan. 3 s.h.

ASSOCIATE PROFESSOR BRAIBANTI

212. INTERNATIONAL POLITICS OF THE FAR EAST.—An analysis of the relations of China, Japan, and Korea *inter se* and with outside powers, with emphasis upon changing power relationships within the Asian cultural sphere. 3 s.h.

ASSOCIATE PROFESSOR BRAIBANTI

221. INTERNATIONAL PUBLIC ORGANIZATION.—A study of the structure and functioning of the United Nations organs, of related specialized agencies such as the International Labor Organization, and of regional agencies such as the Organization of American States. 3 s.h.

PROFESSOR WILSON

223. **POLITICAL THOUGHT TO THE SEVENTEENTH CENTURY.**—A survey from the time of Plato to the close of the seventeenth century; Graeco-Roman, Patristic and Germanic thought; individualism and cosmopolitanism; effect of the Church-State controversy and the conciliar movement; medieval constitutionalism; legislative sovereignty. 3 s.h.
 PROFESSORS HALLOWELL AND WILSON

224. **MODERN POLITICAL THEORY.**—An historical survey and philosophical analysis of political theory from the beginning of the seventeenth to the middle of the nineteenth century. Attention is given to the rise of liberalism, the Age of Enlightenment, the romantic and conservative reaction, idealism and utilitarianism. 3 s.h.
 PROFESSOR HALLOWELL; VISITING PROFESSOR COKER

225. **COMPARATIVE GOVERNMENT.**—A comparative study of modern political institutions with particular attention to European constitutional government and politics. 3 s.h.
 PROFESSOR COLE

226. **COMPARATIVE GOVERNMENT.**—A comparative study of modern political institutions with particular attention to European totalitarianism. 3 s.h.
 PROFESSOR COLE

227-228. **INTERNATIONAL LAW.**—Elements of international law, particularly as interpreted and applied by the United States; rights and duties of states with respect to recognition, state territory and jurisdiction, nationality, diplomatic and consular relations, treaties, treatment of aliens, pacific settlement of disputes, international regulation of the use of force, and collective security. 6 s.h.
 PROFESSOR WILSON

229. **RECENT AND CONTEMPORARY POLITICAL THEORY.**—The rise of positivism and its impact upon modern political thought, the origins of socialism, Marxism and its variants, socialism in the Soviet Union, nationalism, Fascism and National Socialism, the crisis in modern democracy, Christianity and the social order. 3 s.h.
 PROFESSOR HALLOWELL; VISITING PROFESSOR COKER

230. **AMERICAN POLITICAL INSTITUTIONS.**—A study of the formation and development of institutions of the national government in the United States, with historical and analytical treatment. Among other topics this course is concerned with the Constitutional Convention of 1787, and the development of Congress, the Presidency, and the Supreme Court. 3 s.h.
 PROFESSOR RANKIN; ASSOCIATE PROFESSOR SIMPSON

231. **AMERICAN POLITICAL THEORY.**—An analysis of the main currents in American political thought from colonial beginnings to the present day, with emphasis upon the development of liberalism in America. 3 s.h.
 PROFESSOR HALLOWELL

234. **CIVIL-MILITARY RELATIONSHIPS IN AMERICAN GOVERNMENT.**—A consideration of the role of the military in American government both in practice and in theory. Special emphasis will be given to formal civil-military structural arrangements for determining policies such as the National Security Council, and to the degree of civilian control within the military establishment. 3 s.h. (w)
 PROFESSOR CONNERY

235. **THE BRITISH COMMONWEALTH.**—An analysis of the political relationships between the members of the Commonwealth and a comparative study of the governments of the Dominions, with particular reference to Canada. A course designed in part to utilize the occasional services of visiting professors from Commonwealth countries. 3 s.h.
 PROFESSOR COLE; VISITING PROFESSOR WHEARE

241. **ADMINISTRATIVE MANAGEMENT.**—An advanced course in public administration with special attention being given to the development of scientific management, its application to government in the United States and a consideration of current problems in organization, procedures, work simplification, and management improvement. 3 s.h.
 PROFESSOR CONNERY

242. **NATIONAL ADMINISTRATION.**—A study of the administrative organization, working concepts and procedures of the United States Government, illustrated through the operations of the Bureau of the Budget. 3 s.h.
 PROFESSOR CONNERY

246. GOVERNMENT ADMINISTRATION AND PUBLIC POLICY.—Through use of case studies, a consideration of the types of administrative problems that the United States Government encounters in the field of public policy, and their possible solution. 3 s.h.
PROFESSOR CONNERY

271. SOCIOPOLITICS AND CAPITALISM.—Labor and labor policies in Western Europe and the United States in the nineteenth and twentieth centuries; the development of monopoly power and political power of labor in recent decades. 3 s.h.

291. PROBLEMS OF MUNICIPAL GOVERNMENT.—An analysis of problems relating to the structural system and activities of municipalities in the United States. 3 s.h.
PROFESSOR RANKIN; VISITING LECTURER LEACH

292. MUNICIPAL ADMINISTRATION.—A study of principles and methods relating to municipal administration in the United States. 3 s.h. PROFESSOR RANKIN

FOR GRADUATES

301-302. DEPARTMENTAL GRADUATE SEMINAR.—An introduction to research methodology, inter-disciplinary relationships and current research problems. Required of all graduate majors in political science. No credit.

PROFESSORS WILSON, RANKIN, COLE, HALLOWELL, CONNERY, BRAIBANTI,
OTHER MEMBERS OF THE FACULTY AND VISITING LECTURERS

310. SEMINAR IN STATE GOVERNMENT.—Open to students who have completed course 209 or its equivalent. 3 s.h.
PROFESSOR RANKIN

311. SEMINAR IN FAR EASTERN POLITICS.—Open to students who have completed course 211 or its equivalent. 3 s.h. ASSOCIATE PROFESSOR BRAIBANTI

321. SEMINAR IN POLITICAL THEORY.—Open to students who have completed 6 semester hours in Political Science 223, 224, 229, 231 or their equivalents. 3 s.h.
PROFESSOR HALLOWELL

325. SEMINAR IN COMPARATIVE GOVERNMENT.—Open to students who have completed courses 225 and 226 or their equivalents. 3 s.h. PROFESSOR COLE

326. SEMINAR ON FEDERAL GOVERNMENT.—3 s.h.
VISITING PROFESSOR WHEARE

328. SEMINAR IN INTERNATIONAL LAW.—Open to students who have completed course 227-228 or its equivalent. 3 s.h.
PROFESSOR WILSON

341. SEMINAR IN PUBLIC ADMINISTRATION.—Directed reading, discussion and reports concerning the theory and practice of Public Administration. 3 s.h.
PROFESSOR CONNERY

401. SEMINAR ON THE BRITISH COMMONWEALTH.—3 s.h.
PROFESSORS COLE, HAMILTON AND SPENGLER

RELATED COURSES IN OTHER DEPARTMENTS

Economics 233, 237-238, 315, 316, 329, 365; History 215-216, 217-218, 233-234, 261-262; Philosophy 208; Religion 224, 394; Sociology 382.

RELATED COURSE WORK IN THE SCHOOL OF LAW

There may be graduate credit for course work completed in the Duke University School of Law, under regulations referred to on page.... of this *Bulletin*.

PSYCHOLOGY

PROFESSOR RODNICK, CHAIRMAN—102 BIVINS HALL; PROFESSOR ZENER, DIRECTOR OF GRADUATE STUDIES—205 PSYCHOLOGICAL LABORATORY; PROFESSOR RODNICK, DIRECTOR OF CLINICAL TRAINING; PROFESSORS ADAMS, DAI, KOCH, AND KUDER; ASSOCIATE PROFESSORS BANHAM, COHEN, GARMEZY, AND KIMBLE; ASSISTANT PROFESSORS BORSTELMANN, GUTTMAN, JONES, PARSONS, SPIELBERGER, AND WILSON

The Department of Psychology offers advanced work in general experimental psychology leading to the A.M. and Ph.D. degrees and in clinical psychology leading to the Ph.D. only.

Whatever the field of psychology in which a student eventually specializes, he is required to have a thorough background in the facts, methods, and theories of general psychology. Graduate programs are arranged to achieve this common background primarily during the first year, with specialization in course work reserved for subsequent years.

Normally, the candidate for the Ph.D. degree is expected, by the end of his second year, in addition to having worked out a program of studies, to have passed his language examinations, a departmental qualifying examination in his area of intended doctoral research, and the preliminary examination. By this time also his doctoral dissertation subject should be formulated. Emphasis is laid upon the completion of the dissertation, directed by a member of the staff, demonstrating competence and independence in the investigation of an original and significant problem.

As an integral part of their academic work during the first, second and fourth years, students specializing in clinical psychology will undertake field work in a variety of clinical settings. In addition, they will normally spend the third year in an appropriate, approved internship. The fourth year will be spent in residence at Duke University to complete the dissertation.

The field of minor work is not restricted, but it may be pointed out that the fields most relevant to graduate study in psychology are philosophy of science, sociology and anthropology, physiology, neuroanatomy, mathematics, and education.

Further details concerning the program of studies in psychology may be obtained from the Director of Graduate Studies in Psychology.

For 1956-57 the courses planned are 201-202, 206, 209, 212, 215, 221-222, 236, 242, 265, 266, 303-304, 305, 306, 308, 309, 310, 312, 320, 322, 333-336, 341, 342, 344-345, 371.

FOR SENIORS AND GRADUATES

201-202. PROSEMINAR.—An integrated core curriculum in general psychology, designed to provide an advanced background in the principles, and the empirical and theoretical methods, of the major fields of psychology. The topics include: scientific methods in psychology, biological foundations of behavior, motivation, learning, perception, behavior development, personality, the social determinants of behavior, and contemporary psychological theories. Required of all first year students. 9 s.h. fall semester, 6 s.h. spring semester.

PROFESSORS ADAMS, KOCH, KUDER, RODNICK, AND ZENER;
ASSOCIATE PROFESSORS BANHAM AND KIMBLE; ASSISTANT
PROFESSORS GUTTMAN AND JONES

206. SOCIAL PSYCHOLOGY.—An examination of selected research and areas in social psychology including social perception, socialization, prejudice, and the behavioral effects of communication, interaction, and influence. 3 s.h.

ASSISTANT PROFESSOR JONES

209. EXPERIMENTAL METHODS IN PSYCHOLOGY.—A study of methods for the identification, control, and recording of essential variables in psychological situations, with emphasis upon the relation of experimental techniques to problem formulation. Laboratory, lectures, and discussions. 3 s.h.

PROFESSORS ADAMS AND ZENER; ASSOCIATE PROFESSOR KIMBLE;
ASSISTANT PROFESSOR GUTTMAN

212. PHYSIOLOGICAL PSYCHOLOGY.—An advanced study of the interrelationships between psychological and physiological processes. 3 s.h.

ASSISTANT PROFESSOR GUTTMAN

215. DEVELOPMENTAL PSYCHOLOGY.—The environmental forces conditioning the development of personality structure and the mechanisms contributing to psychological growth; critical periods in character formation from infancy to senescence. 3 s.h.

PROFESSOR ADAMS

221-222. PROPRACTICUM.—Lectures, demonstrations and practice in the use of basic procedures, projective and non-projective, employed in clinical psychology; principles of interpretation and reporting of test findings. Laboratory periods will be held in clinical field facilities. 3 s.h. each semester.

ASSOCIATE PROFESSOR GARMEZY AND ALL MEMBERS
OF THE CLINICAL STAFF

236. THEORETICAL PSYCHOLOGY.—This course is devoted to the analysis of techniques of theory construction in psychology. The discussion of these methodological issues is co-ordinated with the analysis of concrete formulations in contemporary psychological theory. 3 s.h.
PROFESSOR KOCH

242. MEASUREMENT OF APTITUDES, INTEREST, AND ACHIEVEMENT (also listed as Education 242).—A study of the theories and principles of psychological measurement as applied to aptitude, interest, and achievement testing. 3 s.h.
PROFESSOR KUDER

265. FUNDAMENTAL STATISTICAL APPLICATIONS IN PSYCHOLOGICAL RESEARCH.—Introduction to probability and the use of statistics in description and hypothesis testing in psychology including the following applications: correlational techniques, chi-square and t tests, distribution-free tests and one-way analysis of variance. Prerequisite: Psychology 117-118 or equivalent. 3 s.h. (Second semester.)
ASSISTANT PROFESSOR WILSON

266. ADVANCED STATISTICAL APPLICATIONS IN PSYCHOLOGICAL RESEARCH.—The basic theory and applications of analysis of variance techniques to complex experimental designs will be covered. Additional advanced techniques, including factor analysis, will be introduced. Prerequisite: Psychology 265 or equivalent. 3 s.h. (First semester.)
ASSISTANT PROFESSOR WILSON

303-304. RESEARCH.—2 or 3 s.h. ALL MEMBERS OF THE GRADUATE STAFF

305. PSYCHOPATHOLOGY.—An examination of behavior disorders, with particular emphasis on explanatory concepts and the evidence from research in this field. 3 s.h.
PROFESSOR RODNICK

306. SEMINAR IN DEVELOPMENTAL PSYCHOLOGY.—2 or 3 s.h.
PROFESSOR ADAMS

308. SEMINAR IN PSYCHOPATHOLOGY AND PERSONALITY THEORY.—3 s.h.
PROFESSOR RODNICK

309. PROBLEMS OF LEARNING.—3 s.h. ASSOCIATE PROFESSOR KIMBLE

310. SEMINAR IN PERCEPTION.—3 s.h. PROFESSOR ZENER

312. SEMINAR IN THEORETICAL PSYCHOLOGY.—3 s.h. PROFESSOR KOCH

320. SEMINAR IN THE THEORY OF MENTAL TESTS.—3 s.h.
PROFESSOR KUDER

322. SEMINAR IN PERSONNEL PSYCHOLOGY.—3 s.h. PROFESSOR KUDER

335-336. CLINICAL PSYCHOLOGY PRACTICUM.—Seminar discussion and supervised field experience in the application of basic psychological procedures and principles to clinical cases in a variety of institutional settings. Prerequisite: Psychology 221-222. 3 s.h. each semester.

ASSOCIATE PROFESSOR COHEN AND ALL MEMBERS OF THE CLINICAL STAFF

341. SOCIETY, CULTURE AND BEHAVIOR DISORDERS.—A critical survey of current theories of the structure and genesis of psychoneurosis, with particular stress on psychoneurotic disturbances as problems of the self in relation to society and culture. 3 s.h. Second semester.
PROFESSOR DAI

342. PRINCIPLES OF PSYCHOTHERAPY.—With permission of instructor. Prerequisite: Psychology 341. 3 s.h.
PROFESSOR DAI

344-345. ADVANCED SEMINAR IN CLINICAL PSYCHOLOGY. 1 s.h. each semester.
ALL MEMBERS OF CLINICAL STAFF

371. PRE-SCHOOL BEHAVIOR PROBLEMS.—3 s.h.
ASSOCIATE PROFESSOR BANHAM

RELATED COURSES IN OTHER DEPARTMENTS

Education 208A, 208B, 209, 217, 227, 228, 240, 241, 244, 248, 258, 318; Philosophy 104, 203, 208, 223, 224, 232, 242, 301, 331-332a; Sociology and Anthropology 212, 238, 243, 246, 249, 271, 276, 330, 380; Zoology, 252, 271, 328, 355-356; Physiology M261-262.

RELIGION

PROFESSOR SMITH, DIRECTOR OF GRADUATE STUDIES—308 DIVINITY SCHOOL; PROFESSORS
BEACH, CLARK, CUSHMAN, PETRY, AND STINESPRING; ASSOCIATE
PROFESSOR BROWNLEE; ASSISTANT PROFESSOR SCHAFER

The Department of Religion offers graduate work leading to the A.M. and Ph.D. degrees. Students may major in one of three fields: (1) Biblical Studies; (2) Studies in Church History; and (3) Studies in Christian Thought. They will be expected to take such courses in one or both of the other fields as will conduce to an adequate understanding of their chosen fields of specialization.

In addition to course work in these major fields, students will take such other courses in cognate fields as will contribute to the enrichment of their major studies. For those majoring in Biblical Studies, courses in ancient language and literature are suggested; for those majoring in Church History, courses in history are suggested; and for those majoring in Studies in Christian Thought, courses in philosophy, political science, and sociology are suggested.

Students who intend to become candidates for the Ph.D. degree should take the required language examinations in both French and German not later than the beginning of the second year of residence.

For 1956-57 the courses planned are 201-202, 207-208, 217, 301, 304, 305, 306, 310, 311, 313, 316, 318, 321, 322, 326, 328, 332, 336, 389, 390, 393, 394, 396, 397.

FIELD I. BIBLICAL STUDIES

201-202. FIRST HEBREW.—The principles and structure of the Hebrew language with translation of selected Old Testament narratives. 6 s.h.

PROFESSOR STINESPRING

207-208. SECOND HEBREW.—II Samuel the first semester and the Qumran Isaiah Scroll the second. 6 s.h.

ASSOCIATE PROFESSOR BROWNLEE

217. THE NEW TESTAMENT IN GREEK.—Extensive reading of the Greek text of the New Testament, with special emphasis upon its interpretation. 3 s.h.

PROFESSOR CLARK

218. GALATIANS AND I CORINTHIANS.—A detailed study of two of Paul's major epistles, based on the Greek text. 3 s.h.

220. I PETER AND THE GOSPEL OF JOHN.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. 3 s.h.

301. THE RELIGIOUS THOUGHT OF POST-EXILIC JUDAISM.—A study of the development of religious ideas in Post-Exilic Judaism. 3 s.h.

ASSOCIATE PROFESSOR BROWNLEE

304. ARAMAIC.—A study of the Aramaic portions of the Old Testament, and selected passages from the Targums, Midrashes, and Talmuds. Hours to be arranged. 3 s.h.

PROFESSOR STINESPRING

305. THIRD HEBREW.—A study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. Hours to be arranged. 3 s.h.

PROFESSOR STINESPRING

306. ADVANCED HEBREW.—A course on the Dead Sea Scrolls. 3 s.h.

ASSOCIATE PROFESSOR BROWNLEE

307. SYRIAC.—A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic prerequisite. 3 s.h.

PROFESSOR STINESPRING

309. HISTORY OF THE ANCIENT NEAR EAST.—A specialized study of the civilizations of Egypt, Palestine, Syria, and Mesopotamia in the light of Biblical archaeology. 3 s.h.

PROFESSOR STINESPRING

310. OLD TESTAMENT PROPHECY.—The prophetic movement in Israel with special emphasis on the prophets of the eighth century B.C. 3 s.h.

PROFESSOR STINESPRING

311. THE LIFE AND TEACHINGS OF JESUS.—A study of the events and sayings of the historical Jesus, in the light of His mission. 3 s.h. PROFESSOR CLARK

312. ADVANCED NEW TESTAMENT THEOLOGY.—An examination of the central aspects of New Testament theology. 3 s.h.

313. THE APOSTOLIC FATHERS.—A study of the Christian development from Clement of Rome to Polycarp (90-155 A.D.), with readings in the Greek text. 3 s.h.

PROFESSOR CLARK

314. PATRISTIC THOUGHT.—A study of the development of early Christian doctrine to the period of Irenaeus. 3 s.h.

316. HELLENISTIC RELIGIONS.—A study of the Gentile religions in the Roman Empire, at the beginning of the Christian era. 3 s.h. PROFESSOR CLARK

317. THE SYNOPTIC GOSPELS.—A detailed study of their characteristics and contents, based upon the Greek text, with attention to their respective sources and to the development of synoptic criticism. 3 s.h.

PROFESSOR CLARK

318. TEXTUAL CRITICISM OF THE NEW TESTAMENT.—A study of the scientific recovery of the Greek text on which modern versions are based; manuscript discoveries; principles of textual criticism; practice in collating original manuscripts in the Duke collection. 3 s.h.

PROFESSOR CLARK

319. JUDAISM AND EARLY CHRISTIANITY.—A special study of the relation between Judaism and early Christianity. 3 s.h.

RELATED COURSES IN OTHER DEPARTMENTS

Greek 257; Latin 258; Aesthetics, Art, and Music 215, 216.

FIELD II. STUDIES IN CHURCH HISTORY

330. THE CHURCH IN EUROPE SINCE 1800.—Emphasis is placed on the relation of the Church to the social, economic, and political life of Modern Europe. 3 s.h.

PROFESSOR PETRY

331. THE SOCIAL MESSAGE OF THE EARLY AND MEDIEVAL CHURCH.—A study of the social teachings and contributions of the Christian Church prior to the Protestant Reformation. 3 s.h.

PROFESSOR PETRY

332. THE MEDIEVAL CHURCH.—Outstanding characteristics of the Medieval Church, emphasizing theory, polity, institutions, sacraments, and worship. 3 s.h.

PROFESSOR PETRY

334. CHURCH REFORMERS AND CHRISTIAN UNITY.—The work of such reformers as Marsilius of Padua, William of Ockham, Jean Gerson, Pierre d'Ailly, and Nicholas of Cusa in relation to ecclesiastical schism and the search for Christian unity through representative councils. 3 s.h.

PROFESSOR PETRY

336. CHRISTIAN MYSTICISM IN THE MIDDLE AGES.—Source studies, in historical perspective, of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. 3 s.h.

PROFESSOR PETRY

RELATED COURSES IN OTHER DEPARTMENTS

History 221-222, 225-226; Ancient Languages and Literatures 257-258.

FIELD III. STUDIES IN CHRISTIAN THOUGHT

224. CONCEPTIONS OF MAN IN WESTERN THOUGHT.—An analysis and interpretation of important types of philosophical and theological theory. 3 s.h.

PROFESSOR CUSHMAN

321. PLATONISM AND CHRISTIANITY.—An analysis of Plato's religious philosophy and a survey of its continuing influence in Hellenistic and Christian thought. 3 s.h. Prerequisite: Permission of the instructor. PROFESSOR CUSHMAN

322. THEOLOGY AND PHILOSOPHY IN THE NINETEENTH CENTURY.—Protestant thought from Schleiermacher to Troeltsch together with representative theologians of Britain. 3 s.h. PROFESSOR CUSHMAN

323. HISTORY OF CHRISTIAN THOUGHT I.—An historical study of theology in the ancient and medieval church. 3 s.h. ASSISTANT PROFESSOR SCHAFER

324. HISTORY OF CHRISTIAN THOUGHT II.—An historical study of theology from the Reformation. 3 s.h. ASSISTANT PROFESSOR SCHAFER

325. PHILOSOPHICAL THEOLOGY I.—Constructive approach to the problem of faith and reason. 3 s.h. PROFESSOR CUSHMAN

326. PHILOSOPHICAL THEOLOGY II.—Main problems in the history of philosophical theology. 3 s.h. PROFESSOR CUSHMAN

328. SEMINAR IN TWENTIETH CENTURY CONTINENTAL AND BRITISH THEOLOGY.—Critical examination of the thought of representative theologians. 3 s.h. PROFESSOR CUSHMAN

389. CHRISTIAN ETHICS AND CONTEMPORARY CULTURE.—A study of the interaction between Christian thought and current secular social theory. 3 s.h. PROFESSOR BEACH

390. CURRENT PROBLEMS IN CHRISTIAN ETHICAL THEORY.—A critical study, seminar style, of dominant issues in Christian ethics, through an analysis of a variety of contemporary Christian treatments of such problems as love, justice, community and vocation. 3 s.h. PROFESSOR BEACH

391. HISTORICAL TYPES OF CHRISTIAN ETHICS I.—A critical study of representative statements of Christian ethical theory, through the early Reformation. 3 s.h. PROFESSOR BEACH

392. HISTORICAL TYPES OF CHRISTIAN ETHICS II.—A continuation of C.E. 391, from the Reformation through current Christian ethical theory. Prerequisite: C.E. 391. 3 s.h. PROFESSOR BEACH

393. THE CHRISTIAN INTERPRETATION OF HISTORY.—A comparative examination of the chief secular and Christian theories of history current in Western thought. 3 s.h. PROFESSOR BEACH

394. CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems, with special consideration of the religious assumptions underlying democratic theory and practice and of the relationship of church to state. 3 s.h. PROFESSOR BEACH

395. CHRISTIAN THOUGHT IN COLONIAL AMERICA.—Exposition of the main currents in Protestant Theology. 3 s.h. PROFESSOR SMITH

396. CHRISTIAN THOUGHT IN NINETEENTH-CENTURY AMERICA.—Comparative study of Orthodoxy and Liberalism. 3 s.h. PROFESSOR SMITH

397. CURRENT AMERICAN THEOLOGY.—Critical appraisal of contemporary tendencies in American theological thought. 3 s.h. PROFESSOR SMITH

370. SEMINAR: JONATHAN EDWARDS.—A critical analysis of Edwards' major theological works. 2 s.h. PROFESSOR SMITH

372. SEMINAR: THEOLOGY OF PAUL TILLICH.—An examination of Tillich's philosophical theology. 2 s.h. PROFESSOR SMITH

RELATED COURSES IN OTHER DEPARTMENTS

Political Science 229, 231.

OTHER COURSES

Certain other courses listed in this *Bulletin* and the *Bulletin of the Divinity School* may be taken for graduate credit provided that at the time of registration they are approved by the Director of Graduate Studies in Religion and by the Dean of the Graduate School.

ROMANCE LANGUAGES

PROFESSOR JORDAN, CHAIRMAN—214 CARR; PROFESSOR WALTON, DIRECTOR OF GRADUATE STUDIES—207 GRAY; PROFESSORS DAVIS AND PREDMORE; ASSOCIATE PROFESSORS CASTELLANO AND DEMOREST

The Department of Romance Languages offers graduate work leading to the A.M. and Ph.D. degrees. In order to undertake graduate study in this Department, the student should normally have credit for four years of college courses in the chosen language, or 18 semester hours beyond the conventional two units offered at entrance to college. In addition to this minimum requirement, the student should have had one semester of review in composition and grammar.

It is recommended that candidates for the A.M. degree take a second Romance Language as the minor subject.

A candidate for the Ph.D. degree should be equipped to follow graduate courses in a second Romance Language. For this degree some training in Romance Linguistics will be required, the amount to be determined by the Department upon consideration of the student's preparation in the field.

Graduate students in this Department will be required to maintain oral practice in their major language through non-credit exercises provided by the Department.

The courses planned for 1956-57 are: French 210, 219, 220, 225, 333, 334; and Spanish 257, 258, 260, 261, 264, 266.

FRENCH

FOR SENIORS AND GRADUATES

210. THE AGE OF RICHELIEU.—An introduction to French life and thought in the literature of the early seventeenth century. The transition from the Renaissance to classical culture. Discussions of the baroque, the *Libertins*, the scientific rationalists, the Counter Reformation. Extensive reading in Corneille and Pascal. Lectures in French. 3 s.h.

ASSOCIATE PROFESSOR DEMOREST

213. FRENCH CLASSICISM.—Its initial phase. Readings from Malherbe, Molière, Racine, Boileau, La Fontaine, La Rochefoucauld, Madame de Sévigné, La Bruyère, and others. 3 s.h.

PROFESSOR WALTON

214. FRENCH CLASSICISM.—Its final phase. Readings from Fontenelle, Saint-Simon, Abbé Prévost, Marivaux, Lesage, Montesquieu, Voltaire, and others. The main emphasis is on Voltaire. 3 s.h.

PROFESSOR WALTON

215, 216. THE MODERN FRENCH NOVEL.—A survey of the novel form from the seventeenth to the twentieth century, with particular attention to the analysis of fundamental literary trends; classicism, rationalism, romanticism, and realism. 6 s.h.

PROFESSOR JORDAN

225. POLITICAL AND RELIGIOUS LITERATURE IN THE ROMANTIC PERIOD.—The Romantic outlook as it shapes political and religious literature from the Consulate to the Revolution of 1848. The mystics of conservatism, the prophets of a Romantic faith, and the heralds of a social republic. Lectures in French. 3 s.h.

ASSOCIATE PROFESSOR DEMOREST

227. FRENCH POETRY SINCE THÉOPHILE GAUTIER.—Readings from the principal figures of the Parnassian and Symbolist movements, including Baudelaire, Leconte de Lisle, Heredia, Verlaine, Rimbaud, Mallarmé and Régner. 3 s.h.

PROFESSOR WALTON

238. ANATOLE FRANCE.—An analysis of the principal phases of his work and its relation to the French tradition. Reading of his poetry, *Le Crime de Sylvestre Bonnard*, *Thaïs*, *Le Jardin d'Épicure*, *Les Dieux ont Soif*, *Le Lys Rouge*, *L'Île des Pingouins*, parts of *La Vie Littéraire*. 3 s.h.

PROFESSOR WALTON

FOR GRADUATES

323, 324. REALISM AND NATURALISM.—Literary doctrines and practices in the generation of 1850-90, with particular reference to the background of scientific thinking. 6 s.h.

PROFESSOR JORDAN

325, 326. FRENCH LITERATURE IN THE SIXTEENTH CENTURY.—The main attention is given to Rabelais, Montaigne, Marot, Ronsard, Du Bellay. The principal movements treated are: Humanism, Hellenism, Platonism, Petrarchism, the Pléiade. 6 s.h. PROFESSOR WALTON

333, 334. CONTEMPORARY FRENCH LITERATURE.—The twentieth century is examined mainly with reference to the originality of its contribution in the domain of ideas and literary forms. Only the leading figures are read extensively: Rolland, Gide, Proust, Duhamel, Valéry. 6 s.h. PROFESSOR JORDAN

350. NINETEENTH-CENTURY FRENCH CRITICISM.—A survey of critical doctrines and practices from Sainte-Beuve to the end of the century, including Brunetière, Faguet, Lemaître, France, Doumic and others. 3 s.h. PROFESSOR JORDAN

SPANISH

FOR SENIORS AND GRADUATES

257. OLD SPANISH LANGUAGE.—The historical development of the language together with illustrative readings. 3 s.h. PROFESSOR DAVIS

258. OLD SPANISH LITERATURE.—The literature of the Middle Ages and Early Renaissance. 3 s.h. PROFESSOR DAVIS

260. ADVANCED COMPOSITION AND SYNTAX.—Study of fundamental difficulties in the language; practice in writing idiomatic Spanish; exercises in free composition. For students who have a satisfactory command of Spanish grammar and fair conversational ability. Prerequisite: Spanish 173-174 or permission. 3 s.h. ASSOCIATE PROFESSOR CASTELLANO

261. NINETEENTH CENTURY NOVEL.—A study of literary and social trends in the last half of the nineteenth century. Readings will be selected from the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñez, and their contemporaries. 3 s.h. PROFESSOR DAVIS

264. MODERN AND CONTEMPORARY SPANISH THEATER.—A brief review of the modern and contemporary Spanish Theater from the period of Romanticism. Lectures, reading and discussion of the most representative works of Benavente, los hermanos Quintero, García Lorea, Casona, etc. 3 s.h. ASSOCIATE PROFESSOR CASTELLANO

265. GOLDEN AGE LITERATURE: CERVANTES.—The life and thought of Cervantes with special emphasis on his *Quixote*. 3 s.h. PROFESSOR PREDMORE

266. GOLDEN AGE LITERATURE: THE DRAMA.—Study of the chief Spanish dramatists of the seventeenth century with readings of representative plays of this period. 3 s.h. ASSOCIATE PROFESSOR CASTELLANO

270. THE SPANISH LANGUAGE IN AMERICA.—The development of the Spanish language from the time of the Discovery to the present. 3 s.h. PROFESSOR PREDMORE

275. CONTEMPORARY SPANISH LITERATURE.—The Essay and Lyric Poetry. A study of the revision of national values and literary expression in the twentieth century with particular reference to the crisis of 1898 and to the enrichment of the Spanish tradition through extra-peninsular influences. 3 s.h. PROFESSOR PREDMORE

276. CONTEMPORARY SPANISH LITERATURE.—The Novel. A study of tradition and innovation in the twentieth century Spanish novel with emphasis on the novels of Unamuno, Baroja, Valle Inclán, and Pérez de Ayala. 3 s.h. PROFESSOR PREDMORE

RUSSIAN

ASSISTANT PROFESSOR WINNER

No graduate degree is presently offered in Russian. The following courses may serve in the minor programs of students in other departments.

201, 202. THE NOVELISTS OF NINETEENTH CENTURY RUSSIA.—The principal writers discussed are Pushkin, Lermontov, Gogol, Goncharov, Saltykov-

Shchedrin, Turgenev, Dostoevsky and Tolstoy. Discussion of the main cultural currents of the period. Attention is given to the literary relations between Russia and the West. Extensive readings in English translation. Lectures, oral reports and term paper each semester. A knowledge of Russian not required. 6 s.h.

ASSISTANT PROFESSOR WINNER

SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR JENSEN, CHAIRMAN—215E SOCIAL SCIENCE BUILDING; PROFESSOR HART, DIRECTOR OF GRADUATE STUDIES—215D SOCIAL SCIENCE BUILDING; PROFESSOR THOMPSON; ASSOCIATE PROFESSORS LABARRE AND SCHEITLER; ASSISTANT PROFESSOR ROY

The Department of Sociology and Anthropology offers graduate work leading to the A.M. and Ph.D. degrees. Before undertaking advanced work in this department, a student must have completed a minimum of twelve semester hours of approved preliminary courses in the field, and twelve additional semester hours in the field or in related work. A student who is deficient in the minimum required work will be asked to take additional undergraduate courses agreed upon in conference with the Director of Graduate Studies.

Candidates for advanced degrees in sociology usually take minor work in psychology, economics, political science, education, history, or religion. Detailed requirements for the minor work, and for majors in other departments who wish to present sociology as minor work, may be obtained from the Director of Graduate Studies.

The courses planned for 1956-57 are 212, 213, 214, 215, 235, 237, 238, 245, 248, 250, 261, 271, 273, 276, 286, 288, 292, 293, 330, 340, 380, 381, 382. Either 91-92, 93 or 94, or 101 is prerequisite for all courses.

ANTHROPOLOGY

212. PRIMITIVE RELIGION.—The ethnography, the social functions and the socio-psychological meanings of religion in primitive societies. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

213. PERSONALITY AND SOCIETY.—The sociology and social psychology of human personality, its origins in the primary group, its nature and varieties and its integrations into secondary group institutions. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

214. PERSONALITY AND CULTURE.—The influence of culture patterns and social institutions upon character structure, socialization of the individual, and the dynamics of human personality. Comparative anthropological materials will be drawn upon. Prerequisite: course 213. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

215. THE AMERICAN INDIAN.—A comprehensive survey of the Indians of North and South America, including a study of origins and prehistory, archaeology, physical anthropology, languages, material culture, social and political organization, economics and religion, discussed in terms of the "culture area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

217. THE PEOPLES OF AFRICA, ASIA, AND OCEANIA.—A comprehensive survey of the non-European peoples of the Old World, covering available pre-history, archaeology, racial affiliations, languages, material culture, social and political organization, economics, and religion, discussed in terms of the "culture area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

330. SEMINAR IN ANTHROPOLOGY.—A seminar for advanced students who wish to pursue individual studies in racial or cultural anthropology. 1 to 3 s.h. each semester.

ASSOCIATE PROFESSOR LABARRE

COMMUNITY, RACE AND CULTURE

233. RURAL SOCIOLOGY.—The sociology of the land; peasant and folk societies and cultures; patterns of rural settlement like the farm, the plantation, the ranch and others; rural personality types; the changing character of rural life; rural problems. 3 s.h. Second semester.

PROFESSOR THOMPSON

235. **URBAN SOCIOLOGY.**—A study of the city and civilization, the newspaper, the social survey, the slum and housing, neighborhoods and natural areas, urban institutions, urban problems, and city planning. 3 s.h. PROFESSOR THOMPSON

237. **COMMUNITY AND SOCIETY.**—This course seeks to provide a frame of reference for the analysis and ordering of facts pertaining to the diverse cultures of the world, the State, the world community, the Great Society, news, mass behavior, social problems, races and classes. 3 s.h. PROFESSOR THOMPSON

238. **RACE AND CULTURE.**—A study of the nature of race and of the relationships and problems of race. 3 s.h. PROFESSOR THOMPSON

262. **EDUCATION AND THE CULTURAL PROCESS.**—A study of education (1) as carried on traditionally among preliterate and folk peoples, and (2) as it becomes a problem in racially and culturally complex societies like that of the United States. 3 s.h. (w) PROFESSOR THOMPSON

340. **SEMINAR.**—Methodological problems involved in the study of race relations, urban and rural life, the South and society generally. 3 s.h. each semester. PROFESSOR THOMPSON

COLLECTIVE BEHAVIOR

243. **SOCIAL ATTITUDES AND COLLECTIVE BEHAVIOR.**—Study of attitudes as products of social interaction; organization of attitudes into personal behavior patterns; expression of social attitudes in social, political and industrial groups; social unrest and the behavior of crowds and mobs; analysis of social movements, strikes, revolutions, and other group organizations. 3 s.h.

ASSOCIATE PROFESSOR SCHETTLER

245. **THE SOCIOLOGY OF PERSONALITY DISORGANIZATION AND ADJUSTMENT.**—A sociological approach to the disorganization of personality with special emphasis upon the personality maladjustments resulting from different types of social situations, and the sociological techniques of personality reorganization and adjustment. 3 s.h. (w) ASSOCIATE PROFESSOR SCHETTLER

246. **PUBLIC OPINION AND PROPAGANDA.**—Nature and development of public opinion; relation to attitudes, biases, stereotypes and controversial issues; role of leaders, pressure groups and minority groups; use of radio, press, motion picture and graphic arts; propaganda and censorship; measurements of public opinion. 3 s.h. ASSOCIATE PROFESSOR SCHETTLER

248. **PRESSURE GROUPS AND PUBLIC RELATIONS.**—A study of the nature and activities of pressure group organizations in the fields of business, industry, politics, education, religion, patriotism, etc., that seek to influence public opinion, with special attention being given to the roles and functions of public relations counsellors and lobbyists. 3 s.h. (w) ASSOCIATE PROFESSOR SCHETTLER

250. **MARRIAGE AND THE FAMILY.**—An analysis of contemporary marriage and family experience with emphasis on its functions, problems, resources and values. Not open to students who have received credit for Religion 170. 3 s.h.

PROFESSOR HART

SOCIAL ORGANIZATION AND DISORGANIZATION

261. **PROBLEMS IN INDUSTRIAL SOCIOLOGY.**—Sociological analysis of human relations problems that confront administrators of industrial institutions and leaders in industrial community life. In this course emphasis falls on the examination of concrete case materials and the appraisal of published research with consideration of possibilities for further development of scientific procedures in the field of industrial sociology. 3 s.h. ASSISTANT PROFESSOR ROY

271. **SOCIAL PATHOLOGY.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; natural disasters, poverty, physical defectiveness, malnutrition, mental deficiency, mental disease, undirected leisure activities and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. (Not open to students who have had Sociology S274.) 3 s.h. PROFESSOR JENSEN

273. **SPECIAL PROBLEMS IN SOCIAL PATHOLOGY.**—Research projects in social and personal disorganization, limited to advanced students with the approval of the instructor. 1 to 3 s.h. *each semester.* PROFESSOR JENSEN

276. **CRIMINOLOGY.**—A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influence in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. 3 s.h. PROFESSOR JENSEN

380. **SEMINAR IN APPLIED SOCIOLOGY.**—Special research problems in social pathology, child welfare, criminology, and related topics. 1 to 3 s.h. *each semester.* PROFESSOR JENSEN

SOCIAL THEORY

286. **SOCIAL ETHICS.**—A study of sociological fundamentals underlying ethics, including the controversy between materialistic and idealistic social thinkers, the nature of personalities and of social organization, the nature of social values, types of social interaction and their effects upon general social values, underlying principles and facts of social change, and the bearings of all these upon certain social problems. 3 s.h. PROFESSOR HART

288. **CONTEMPORARY PROBLEMS IN CULTURAL LAG.**—An exploration of such sociological problems as social evolution, cultural lag, conflict, accommodation, leadership, and social reform, in relation to the crisis of civilization precipitated by the development of the atomic bomb and by kindred discoveries and inventions. 3 s.h. PROFESSOR HART

381. **PRINCIPLES OF SOCIOLOGY.**—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. 3 s.h. PROFESSOR JENSEN

382. **HISTORY OF SOCIOLOGICAL THEORY.**—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Schäffle, Lilienfeld, Gumpłowicz, Ratzenhofer, and Ward will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. 3 s.h. PROFESSOR JENSEN

METHODS OF SOCIAL RESEARCH

292. **STATISTICAL TECHNIQUES IN SOCIOLOGY.**—Intended for graduate students, and for undergraduates who are ready to undertake original statistical research projects. 3 s.h. *(first semester.)* PROFESSOR HART

293. **SPECIAL PROBLEMS IN SOCIAL STATISTICS.**—Applications of statistical techniques to specific research topics; limited to advanced students with permission of the instructor. 1 to 3 s.h. PROFESSOR HART

391. **SEMINAR IN SOCIAL STATISTICS.**—Special research problems in social statistics, social ethics, the family or related topics. 1 to 3 s.h. PROFESSOR HART

393. **OPERATIONAL SOCIOLOGY.**—A seminar for advanced students, presenting an operational philosophy of social science as a basis for research in sociology. Examples of operational procedure will be analyzed. Assigned projects will embody applications of the operational method. Prerequisite: one of the following: Sociology 292 or Economics 237-238, or Education 209, or Mathematics 124, or some other acceptable course in statistics. 3 s.h. PROFESSOR HART

RELATED COURSES IN OTHER DEPARTMENTS

Economics 215, 216, 217; Philosophy 205; Political Science 223, 224; Psychology 206.

ZOOLOGY

PROFESSOR GRAY, CHAIRMAN—217 BIOLOGY BUILDING; PROFESSOR WILBUR, DIRECTOR OF GRADUATE STUDIES—328 BIOLOGY BUILDING; PROFESSORS SCHMIDT-NIELSEN AND BOOKHOUT; ASSOCIATE PROFESSORS BAILEY, HORN, HUNTER, AND ROBERTS; ASSISTANT PROFESSORS NACE AND ODUM

To undertake study toward an advanced degree in zoology a student should have completed an undergraduate major in zoology or its equivalent. This normally amounts to twenty-four or more hours of course work distributed among various fields of zoology, and must include comparative vertebrate anatomy or vertebrate zoology, embryology, and physiology. At least a year of chemistry is required. Physics is recommended. Candidates for the doctorate will be expected to have had not less than two years of chemistry and a year of botany. For some phases of zoology, organic chemistry is essential.

Required work for the A.M. ordinarily includes 18 semester hours of advanced course work in zoology, six semester hours of course work in a minor department, and an acceptable thesis.

Candidates for the Ph.D. degree are expected to be broadly trained zoologists. The program of each candidate is determined by a committee which reviews previous training and sets specific requirements to be met. Normally the program includes one or more graduate courses in each of several fields of zoology; courses in a minor subject; wide reading in science in general and in biology in particular; research; and a dissertation based on original work. A first draft of the thesis must be submitted to the major professor by March 15 of the year in which the degree is to be conferred.

For 1956-57 the courses planned are 204, 216, 222, 238, 252, 271, 274, 276, 303, 307, 343, 351-352, 353-354, 355-356.

FOR SENIORS AND GRADUATES

204. ADVANCED PARASITOLOGY.—Lectures, conferences, readings, and laboratory work dealing with practical and theoretical problems of classification, morphology, and host relations of animal parasites. Prerequisite: Zoology 161. 4 s.h.

ASSOCIATE PROFESSOR HUNTER

216. LIMNOLOGY.—A study of lakes, streams, and ponds including their classifications, photosynthetic productivity, geochemistry, physical patterns, pollution, fisheries, and significance as microcosms. Lectures, field trips, laboratory work. Prerequisites: Chemistry 1 and 2, one year of biology. 4 s.h.

ASSISTANT PROFESSOR ODUM

222. ENTOMOLOGY.—Anatomy, physiology, embryology, and classification of insects. Prerequisite: one year of zoology. 4 s.h.

PROFESSOR GRAY

224. VERTEBRATE ZOOLOGY.—A study of the life histories, adaptations, ecology, and classification of vertebrate animals. Prerequisite: Zoology 53. 4 s.h.

PROFESSOR GRAY

238. SYSTEMATIC ZOOLOGY.—The fundamental theory and practice involved in the collection, identification and classification of animals. Prerequisite: Zoology 1 and 2. 4 s.h.

ASSOCIATE PROFESSOR BAILEY

252. COMPARATIVE PHYSIOLOGY.—The physiological mechanisms of animals studied on a comparative basis. Prerequisite: Zoology 151 or equivalent. 4 s.h.

PROFESSOR SCHMIDT-NIELSEN

253. ADVANCED VERTEBRATE MORPHOLOGY.—Lectures, reports and reading assignments in the comparative morphology of the vertebrates, with particular emphasis on theories concerning the interrelationships of vertebrates, and the origin of certain vertebrate structures. Advanced laboratory study in selected groups of vertebrates. Prerequisites: Zoology 53, 92. 4 s.h.

ASSOCIATE PROFESSOR HORN

271. CELLULAR PHYSIOLOGY.—The physiological processes of living matter approached through studies of cells. Prerequisites: two years of biology and at least one year of chemistry. 4 s.h.

PROFESSOR WILBUR

274. **INVERTEBRATE ZOOLOGY.**—A study of structure, functions, and habits of invertebrate animals under normal and experimental conditions. Field trips will be made to study, collect, and classify animals in their natural habitats. Prerequisites: Zoology 1 and 2. 4 s.h. PROFESSOR BOOKHOUT

276. **PROTOZOOLOGY.**—The morphology, physiology, taxonomy, and culture of protozoa. Prerequisites: Zoology 1 and 2. 4 s.h. PROFESSOR BOOKHOUT

278. **INVERTEBRATE EMBRYOLOGY.**—Lectures, readings and laboratory work dealing with rearing, development and life history of invertebrates. Prerequisite: Zoology 92. 4 s.h. PROFESSOR BOOKHOUT

FOR GRADUATES

303. **ECOLOGY.**—Relation of animals to environment. Lectures, readings, reports, conferences; laboratory and field work. 4 s.h. PROFESSOR GRAY

307. **FOUNDATIONS OF ZOOLOGY.**—Lectures, readings, and discussions on the background and training essential for a professional zoologist. 2 s.h.

ALL MEMBERS OF THE GRADUATE STAFF

324. **ADVANCED PHYSIOLOGY.**—Recent advances in physiology. Lectures, conferences and laboratory work. Prerequisite: Zoology 252 or 271. 4 s.h.

PROFESSORS SCHMIDT-NIELSEN AND WILBUR

328. **EXPERIMENTAL EMBRYOLOGY.**—Lectures, readings, reports and laboratory work. Prerequisites: Zoology 53, 92, 156, 271, or equivalent. 4 s.h.

ASSISTANT PROFESSOR NACE

343. **CYTOLOGY.**—The structure of the cell. Lectures, readings, reports and laboratory work. Prerequisites: Zoology 53, 92, 156, or equivalent. 4 s.h.

ASSOCIATE PROFESSOR ROBERTS

351. 352. **ZOOLOGICAL JOURNAL CLUB.**—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories, and problems. One hour a week throughout the year. No credit.

ALL MEMBERS OF THE GRADUATE STAFF

353, 354. **RESEARCH.**—Students who have had proper training may carry on research under direction of members of the Staff in the following fields. Hours and credits to be arranged.

(a) **EMBRYOLOGY.**

ASSISTANT PROFESSOR NACE

(b) **PHYSIOLOGY.**

PROFESSORS SCHMIDT-NIELSEN AND WILBUR

(c) **HISTOLOGY, CYTOLOGY.**

ASSOCIATE PROFESSOR ROBERTS

(d) **INVERTEBRATE ZOOLOGY, INVERTEBRATE HISTOLOGY AND EMBRYOLOGY.**

PROFESSOR BOOKHOUT

(e) **ECOLOGY, ENTOMOLOGY, VERTEBRATE ZOOLOGY.**

PROFESSOR GRAY

(f) **VERTEBRATE MORPHOLOGY AND MORPHOGENESIS.**

ASSOCIATE PROFESSOR HORN

(g) **PARASITOLOGY.**

ASSOCIATE PROFESSOR HUNTER

(h) **VERTEBRATE ZOOLOGY.**

ASSOCIATE PROFESSOR BAILEY

(i) **LIMNOLOGY, OCEANOGRAPHY.**

ASSISTANT PROFESSOR ODUM

355, 356. **SEMINAR.**—One or more seminar courses in particular fields are given each semester by various members of the staff. These will be in the fields indicated under courses 353-354 above. 2 s.h.

GRADUATE CREDIT FOR COURSES TAKEN IN THE SCHOOL OF LAW

Upon the recommendation of the Director of Graduate Studies, and upon the approval of the Dean of the Graduate School, students in the Social Sciences may take certain courses in the School of Law for graduate credit. In exceptional instances courses in the School of Law may be considered as fulfilling a student's requirements for a minor.

COURSES IN THE MEDICAL SCHOOL OPEN TO GRADUATE STUDENTS

PROFESSORS BEARD, F. BERNHEIM, CONANT, EADIE, EVERETT, HALL, HANDLER, HETHERINGTON, MARKEE, D. T. SMITH, AND TAYLOR; ASSOCIATE PROFESSORS BECKER, M. L. C. BERNHEIM, DUKE, PEELE, PENROD, RUNDLES, AND SCHWERT; ASSISTANT PROFESSORS HULL AND KAMIN; VISITING LECTURER LARSH

The facilities of the several Departments of the Medical School listed below are available to qualified graduate students, already admitted to the Graduate School, for independent or supervised research and investigation, whether or not they are working toward advanced degrees.

Graduate students wishing to pursue a major or minor in any of the following departments, or to enroll in any of the courses listed below, should consult or write the appropriate Director of Graduate Studies: Anatomy, Professor J. E. Markee; Microbiology, including Mycology, Parasitology and Hematology, Professor N. F. Conant; Biochemistry and Nutrition, Professor Philip Handler; Physiology and Pharmacology, Professor F. G. Hall.

Because of the special schedules maintained in the Medical School, graduate students should write the Director of Graduate Studies of the department in which they are interested to ascertain the precise dates when courses are offered.

ANATOMY

Completion of training equivalent to that required of an undergraduate majoring in biology or zoology is prerequisite for these courses in human anatomy.

M201. GROSS HUMAN ANATOMY.—A course especially designed for graduate students, comprising a complete dissection of the cadaver. The laboratory work is supplemented by conferences which place emphasis on the biological aspects of the subject. Oct.-Feb. Hours and credits (maximum 8 s.h.) by arrangement. Prerequisite: adequate training in comparative anatomy and embryology.

PROFESSORS MARKEE AND EVERETT; ASSOCIATE
PROFESSORS BECKER AND DUKE

M202. MICROSCOPIC ANATOMY.—Conferences and laboratory work on the morphological characteristics of the tissues of the animal body. The work is based upon a study of fresh and prepared material and is approached from the physiological viewpoint. Oct.-Feb. Hours and credits (maximum 3 s.h.) by arrangement. Prerequisite: adequate training in histology or cytology.

PROFESSORS MARKEE, HETHERINGTON, AND EVERETT;
ASSOCIATE PROFESSORS BECKER AND DUKE

M203. ANATOMY OF THE NERVOUS SYSTEM.—A study of the gross and microscopic structure of the human central nervous system, special attention being paid to the structural and functional relationships between the various nuclei and fiber tracts. Oct.-Feb. Hours and credits (maximum 4 s.h.) by arrangement. Prerequisite: Anatomy M201.

PROFESSORS MARKEE AND EVERETT; ASSOCIATE
PROFESSORS PEELE, BECKER, AND DUKE

M204. NEUROANATOMICAL BASIS OF BEHAVIOR.—A study of the gross and microscopic anatomy of the nervous system with emphasis on the structural and functional relationships between tracts, nuclei, and cortical areas. Insofar as possible the result of deficit in a system or systems will be demonstrated by

motion picture aids, and the mechanisms involved will be reviewed and discussed. Restricted to graduate students with the equivalent of a major in psychology. 3 s.h.

PROFESSOR HETHERINGTON

M312. RESEARCH.—Individual investigations in the various fields of anatomy. Credits to be arranged.

PROFESSORS MARKEE, EVERETT, HETHERINGTON;
ASSOCIATE PROFESSORS PEELE, DUKE, AND BECKER

BIOCHEMISTRY AND NUTRITION

The program of graduate studies in biochemistry is designed primarily for Ph.D. candidates who intend to pursue a research career in this field. Candidates for the A.M. degree only are not encouraged to apply for admission and are accepted only under exceptional conditions. Preference is given to students who have completed one year of graduate work in chemistry, physics, or biology at Duke University or at some other approved institution. As preparation for courses in advanced chemistry, the student must have completed college courses in analytical geometry and elementary calculus. He also must have had adequate preparation for the reading examination in French and German, which is required of candidates for the Ph.D. degree.

M241. GENERAL BIOCHEMISTRY AND NUTRITION.—Three lectures, four laboratory periods of three hours each, one two-hour seminar weekly for eighteen weeks. Prerequisites: general chemistry, organic chemistry, physical and analytical chemistry, and at least one year of college biology. Feb.-June. 8 s.h.; without laboratory work, 3 s.h.

PROFESSORS HANDLER AND TAYLOR; ASSOCIATE PROFESSORS
M. L. C. BERNHEIM, SCHWERT; ASSISTANT
PROFESSOR KAMIN; DR. BYRNE

M243-244. GENERAL BIOCHEMISTRY.—An introductory but intensive course in the broader aspects of biochemistry. Topics stressed include the chemistry of naturally occurring materials, nature of enzyme action, intermediary metabolism and chemical aspects of the specialized behavior of mammals, plants and microorganisms. Prerequisites: organic chemistry and at least one year of college biology. 6 s.h.

PROFESSOR HANDLER; ASSOCIATE PROFESSOR
SCHWERT; ASSISTANT PROFESSOR
KAMIN; DR. BYRNE

M343-344. BIOCHEMISTRY OF PROTEINS AND ENZYMES.—A lecture and seminar course devoted to the chemical, physical and biological properties of proteins and enzymes. In the first semester, general aspects of protein chemistry will be considered; in the second semester specific proteins and enzyme systems will be reviewed. 4 s.h.

ASSOCIATE PROFESSOR SCHWERT

M345-346. SEMINAR.—Required of all graduate students majoring in biochemistry, one hour per week. 2 s.h.

PROFESSORS HANDLER AND TAYLOR; ASSOCIATE PROFESSORS
M. L. C. BERNHEIM AND SCHWERT;
ASSISTANT PROFESSOR KAMIN

M347-348. BIOCHEMICAL RESEARCH.—A laboratory course in which the students are introduced to specialized concepts and methods currently employed in biochemical research. This will be accomplished by rotating assignment of the students to the various special laboratories of the department. Prerequisite: Biochemistry M241 or its equivalent. 2, 3, or 4 s.h.

PROFESSOR HANDLER; ASSOCIATE PROFESSOR
SCHWERT; DR. BYRNE

M349-350. INTERMEDIARY METABOLISM.—A seminar course devoted to a study of the detailed mechanisms of carbohydrate, fat and protein metabolism. Given alternately with Biochemistry M351-352. Prerequisite: Biochemistry M241 or M243-44 or their equivalent. 4 s.h.

PROFESSOR HANDLER

M351. NUTRITION.—A seminar course in which the chemical and physiological behavior of essential nutritional factors is considered, as well as the nature of deficiency states. Prerequisite: Biochemistry M241 or its equivalent. Given alternately with Biochemistry M349-350. 2 s.h.

PROFESSOR HANDLER

M354. BIOCHEMISTRY OF DISEASE.—A lecture and seminar course in the biochemical aspects of the pathogenesis, diagnosis, and therapy of diseases of metabolism. 2 s.h.
PROFESSOR HANDLER

M245. LABORATORY METHODS IN BIOCHEMISTRY.—A laboratory course emphasizing the procedures and instruments of biochemical research. Each technic is employed in the course of a classical experiment demonstrating an important biochemical finding. Prerequisite: Biochemistry M243-44 or their equivalent. 2 s.h.
PROFESSORS HANDLER AND TAYLOR; ASSOCIATE PROFESSORS
M. L. C. BERNHEIM AND SCHWERT;
ASSISTANT PROFESSOR KAMIN

MICROBIOLOGY

M221. BACTERIOLOGY AND IMMUNOLOGY.—This course is devoted primarily to the study of the biological and immunological relationships of microorganisms (bacteria, fungi, Rickettsia, and viruses) in disease. It is not a course in bacteriologic technique. An additional course in technical methods is provided for those who require it. Five lectures, two 1-hour conferences and three laboratory periods of 3 hours each weekly, in fall quarter. Prerequisites: courses in general zoology, general botany, histology and comparative anatomy, general and organic chemistry. 6 s.h.

PROFESSORS D. T. SMITH, CONANT; ASSISTANT PROFESSOR POPE

M323. ADVANCED BACTERIOLOGY AND IMMUNOLOGY.—This course is intended primarily for graduate students majoring in bacteriology, but it is also available as a minor to other graduate students in related fields, to whom it is recommended by respective supervising committees and with the approval of the Department of Bacteriology. Prerequisites: Bacteriology and Immunology, M221. 8 s.h.
PROFESSOR D. T. SMITH

M324. RESEARCH SEMINAR ON VIRUSES.—Limited to advanced students. 2 s.h. per semester.
PROFESSOR BEARD

M325. MEDICAL MYCOLOGY.—This course is intended to familiarize the graduate student majoring in mycology with the fungi causing disease in man and animals. The course includes practical laboratory work with materials from patients in Duke Hospital and those sent to the Duke Fungus Registry from outside sources. Prerequisites: A.M. in botany with major in mycology and M221. Course limited to four students each year. 8 s.h.
PROFESSOR CONANT

HEMATOLOGY

M211. Three lectures and three laboratory periods of 3 hours each, weekly, for eleven weeks in the spring quarter. Prerequisites: courses in general zoology, general botany, histology and comparative anatomy. 4 s.h. **ASSOCIATE PROFESSOR RUNDLES**

MEDICAL PARASITOLOGY

M291. MEDICAL PARASITOLOGY.—One lecture and one three-hour laboratory period per week for eleven weeks during the fall quarter. Prerequisites: courses in Zoology 204, general botany, histology and comparative anatomy. 1 s.h.
PROFESSOR CONANT; VISITING LECTURER LARSH

PHYSIOLOGY AND PHARMACOLOGY

M261-262. HUMAN PHYSIOLOGY.—Six lectures and twenty laboratory hours per week. Prerequisites: Anatomy M201 and Biochemistry M241 (or equivalents) and at least one year of college physics. Feb.-June. Credits depending on work taken. (Maximum 8 s.h.)
PROFESSOR HALL AND ALL MEMBERS
OF THE GRADUATE STAFF

M365. RESPIRATION AND AERO-PHYSIOLOGY.—A study of the fundamental respiratory processes in living organisms, and of the special physiological responses and adjustments of the individual during high altitude flight. Lectures, conferences, laboratory. Prerequisites: M261-262 or equivalent. 4 s.h.
PROFESSOR HALL

M369. PHARMACOLOGY. MODE OF ACTION OF DRUGS.—Studies and discussions of the pharmacological action of drugs in terms of biochemical and physiological processes. Lectures, conferences, and laboratory. Prerequisites: M261-262 or equivalent. 4 s.h. PROFESSOR F. BERNHEIM

M370. SEMINAR.—A weekly meeting of graduate students and staff in which papers reviewing classical and current physiological literature are reported. Required of all graduate students who are candidates for the A.M. or Ph.D. degree. 2 s.h. PROFESSORS HALL AND BERNHEIM; ASSOCIATE PROFESSOR PENROD; AND ASSISTANT PROFESSOR HULL

M372. RESEARCH.—Individual investigations in the various fields of physiology. Credits to be arranged. PROFESSORS HALL AND BERNHEIM; ASSOCIATE PROFESSOR PENROD; AND ASSISTANT PROFESSOR HULL

ADVANCED DEGREES CONFERRED JUNE 6, 1955

MASTER OF ARTS

James Carroll Atkinson	Julanne Lynn
Annabelle B. Barnes	Maung Than Nyun
William Thomas Blackstone	Lawrence Edwin Padgett
Mary Blair Bowers	Stephen Curtiss Paine
Mark Allen Brubaker	Jack Eugene Patty
Nelle Ada Carter	Frederic Adams Pennington
William Guestion Carter, Jr.	Carmen R. Rossy-Valderrama
Clyde Henry Dornbusch	Ray George Smith
Virginia Craig Downs	Dumrong Soonthornsaratoon
Jesse Caldwell Fisher, Jr.	Alva Ware Stewart
Gordon Query Freeman	Manley Stillwell Stockton
Mollie Finkel Fridovich	Gilbert Leinbaugh Sward
John Sedgwick Fry	Marvin Tetenbaum
Otomi Fujii	Haig Vartanian
Arthur Samuel Gillespie, Jr.	Robert David Warren
Edgar Bryan Gillespie	Albert Ernest Wilkerson, Jr.
William George Harrington	Robert Milton Will
Irene Hasenberg	Elizabeth Camille Williams
Wilbert Joseph Heffernan, Jr.	Lutrelle Angel Wishart
Helen Sherman Hester	James Harschel Wyman
Christiane West Kaplan	Thomas Walter Yonger
William Watkins Kelly	Bettie Anne Young

MASTER OF ARTS IN TEACHING

Joan Avery Bevington	Anna May Tillou
Mary Alice Summers	Lois Hutchinson Vick

MASTER OF EDUCATION

Arthur Edward Justice	Myron William Miller
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DOCTOR OF EDUCATION

- CHARLES BUCHANAN JOHNSON, A.B., A.M., Duke University.
Dissertation: "The Legal Status of the Public School Pupil in North Carolina"
- CHARLES RAEBECK, A.B., M.Ed., Duke University.
Dissertation: "A Completely State-Supported School Program for North Carolina"

DOCTOR OF PHILOSOPHY

- CHARLES MARVIN ALLEN, B.S., M.A., Wake Forest College.
Dissertation: "The Germ Cell Cycle in Cestodes *Taenia Pisiformis* Bloch and *Dipylidium Caninum* Linnaeus"
- WILLIAM BRYANT ARD, JR., B.S., M.S., Alabama Polytechnic Institute.
Dissertation: "The Temperature Dependence of the Nuclear Susceptibility of Liquid He³ Between 4.2°K and .23°K"
- DOROTHY ANNE JOHNSON BEAVERS, B.A., Clark University.
Dissertation: "Cyclization of Nitriles: A New Route to Some Aromatic Amines"
- LEO EARICE BEAVERS, A.B., Harvard University.
Dissertation: "The Synthesis of Nitrogen-Containing Cationoid Aromatic Systems by Cyclodehydration"
- WALLACE RAYMOND BRASEN, B.A., Oberlin College.
Dissertation: "Certain Self-Alkylations of Alpha Phenyl Alkyl Halides, Alkylations of Nitriles, and Ortho Substitution Rearrangements by Alkali Amides"
- LUTHER KENNEDY BRICE, JR., B.A., Harvard University; M.A., Dartmouth College.
Dissertation: "Structural Effects in the Acid and Base Catalyzed Hydrolyses of Substituted Benzamides"

- EMILY VIRGINIA SCHMITT BRYAN, B.S., M.S., University of Michigan.
Dissertation: "Chromosome Studies in Relation to the Systematic Position of Certain Mosses"
- CHARLES ANDREW BURRUS, JR., B.S., Davidson College; M.S., Emory University.
Dissertation: "Microwave Spectroscopy in the Shorter Millimeter and Sub-Millimeter-Wave Region"
- JOHN WILLIAM CARLTON, B.A., Baylor University; B.D., Duke Divinity School.
Dissertation: "The Reach and Limits of Natural Theology in the Formulation of William Temple's Christology"
- DEWEY KENNETH CARPENTER, B.S., Syracuse University; A.M., Duke University.
Dissertation: "Phase Equilibria in Polymer-Mixed Solvent Systems and Absolute Scattering Power"
- JOHN VICTOR CHAMBERLAIN, A.B., Florida Southern College; A.M., Duke University.
Dissertation: "An Ancient Sectarial Interpretation of the Old Testament Prophets: A Study in the Qumran Scrolls and the Damascus Fragments"
- ROBERT BENNIE CHANNELL, B.S., M.S., Mississippi State College.
Dissertation: "A Revisional Study of the Genus *Marshallia* Schreb (Compositae)"
- JOHN DEFOREST COSTLOW, JR., B.S., Western Maryland College.
Dissertation: "Shell Development and Molting in *Balanus Improvisus*"
- SAMSON ARTHUR COX, B.S., College of William and Mary.
Dissertation: "Angular Distribution and Angular Correlation Measurements in Be^9 (d,p) Be^{10} , B^{10} (d,p) B^{11} , and Mg^{24} (d,p) Mg^{25} "
- GEORGE RILEY EDWARDS, B.A., Southwestern at Memphis; B.D., Louisville Presbyterian Seminary.
Dissertation: "The Qumran Sect and the New Testament Church"
- IRWIN FRIDOVICH, B.S., City College of New York.
Dissertation: "Studies on the Enzymatic Oxidation of Sulfite"
- ANDREW JOSEPH GLAID, III, B.S., M.S., Duquesne University.
Dissertation: "Specificity and Inhibition of Liver Esterase and Lactic Dehydrogenase"
- WALTER ISAAC GOLDBURG, B.A., Cornell University.
Dissertation: "Theoretical and Experimental Study of the Coulomb Excitation Process"
- WILLIAM CURTIS GRAYSON, JR., S.B., University of Chicago.
Dissertation: "Unfavorable Factors for Allowed Beta Transitions"
- MAIRE TEILVERVO HAKALA, M.Sc., University of Helsinki.
Dissertation: "Studies on Dehydrogenase Systems: I. Kinetics and Specificity of Lactic Dehydrogenase. II. Spectral Properties of Coenzyme I and of Related Substances"
- JESSE GRAHAM HARRIS, JR., B.A., Harvard University.
Dissertation: "A Study of the Mother-Son Relationship in Schizophrenia"
- STUART CLARK HENRY, A.B., Davidson College; B.D., Louisville Presbyterian Seminary.
Dissertation: "George Whitefield: A Critical Interpretation"
- WILLIAM LAWRENCE HIGHFILL, B.A., Wake Forest College; B.D., Southern Baptist Theological Seminary.
Dissertation: "Faith and Works in the Ethical Theory of Richard Baxter"
- GRIMSLEY TAYLOR HOBBS, A.B., Guilford College; A.M., Haverford College.
Dissertation: "Personality and Self in the Views of Francis Herbert Bradley and Bernard Bosanquet"
- JOHN HERBERT HODGES, B.S., Westminster College; A.M., Duke University.
Dissertation: "Some Matric Equations in a Finite Field"
- FREDERIC B. M. HOLLYDAY, B.A., Washington and Lee University; A.M., Duke University.
Dissertation: "Albrecht Von Stosch: A Political Study of the Bismarkian Period"
- CHARLES WILLIAM JAMES, B.S., M.S., University of Florida.
Dissertation: "Revision of the Genus *Rhexia* (Melastomataceae)"
- ALLEN SAUNDERS JOHNSON, B.A., Wake Forest College; A.M., Duke University.
Dissertation: "The Political Career of George Grenville, 1712-1770"
- WEYLAND THOMAS JOYNER, B.S., Hampden-Sydney College; A.M., Duke University.
Dissertation: "Energy Levels in Al^{25} From Mg^{24} (p,p')"
- ROY E. JUMPER, B.A., M.A., University of South Carolina.
Dissertation: "The Recruitment and Training of Civil Administrators for Overseas France: A Case Study in French Bureaucracy"
- ALAN KEITH-LUCAS, B.A., M.A., Cambridge University; M.Sc., Western Reserve University.
Dissertation: "Decisions About People in Need: A Study of Administrative Responsiveness in Public Assistance"
- RAMON MARCELINO LEMOS, B.A., University of Alabama; A.M., Duke University.
Dissertation: "A Critical Exposition of Green's Prolegomena to Science"
- NANCY DOROTHEA LIBBY, B.A., Colby College; M.A., Columbia University.
Dissertation: "Browning's *Fitne at the Fair*"

- FRED HENRY MACINTOSH, A.B. in Ed., University of South Carolina; A.M., Duke University.
Dissertation: "Charles Gildon: A Study of His Work as Professional Man of Letters, Creative Writer, and Critic"
- HARRY STOCKWELL MANLEY, B.A., Westminster College; LL.B., University of Pittsburgh.
Dissertation: "The Extension of Federal Criminal Jurisdiction in the United States, 1910-1954: A Study in Federalism"
- EDWIN MANSFIELD, A.B., Dartmouth College; A.M., Duke University.
Dissertation: "City Size and Income, 1949"
- LEWIS J. McNURLEN, B.A., M.A., Drake University.
Dissertation: "Federal Lobbying and Its Effect on Social Control"
- ROBERT A. MICHELI, B.S., University of California.
Dissertation: "The Synthesis of Some Steroidal Amines"
- JAMES GORDON MURRAY, B.S., University of Michigan; M.A., Dartmouth College.
Dissertation: "Some Cyclizations to Form Quinolines, Naphthyridines and Benz[a] Acridines"
- KAI EDWARD NIELSEN, B.A., University of North Carolina.
Dissertation: "Justification and Morals"
- LAWRENCE EVERMAN NOBLE, JR., B.A., University of Mississippi; A.M., Duke University.
Dissertation: "Registration of Subversives in the United States"
- LINWOOD ELDEN ORANGE, A.B., A.M., Duke University.
Dissertation: "Wordplay in Spenser"
- JAMES REID PATTERSON, B.S., Davidson College; A.M., Duke University.
Dissertation: "Neutron Resonances in Fluorine, Phosphorus, and Chlorine"
- CHARLES EDWARD RATLIFF, JR., B.S., Davidson College; A.M., Duke University.
Dissertation: "The Centralization of Governmental Expenditures for Education and Highways in North Carolina, 1929-1952"
- CLYDE HENRY ROBERTSON, JR., B.S., Wofford College; A.M., Duke University.
Dissertation: "Changes in the Respiratory System of *Popilius Disjunctus* (Illiger) During Metamorphosis"
- ALEXANDER F. ROSENBERG, B.S., City College of New York; A.M., Duke University.
Dissertation: "Vibration Spectra and Frequencies of Some Cobalt Complexes"
- MORTON ROSSOFF, B.A., M.A., Brooklyn College.
Dissertation: "Light Scattering Investigation of Some Colloidal Electrolytes"
- JOSEPH C. RUPP, B.S., Muhlenberg College.
Dissertation: "The Determination of the Molecular Size and Shape of Myosin by Optical Methods"
- HORACE LEWIS SAWIN, A.B., A.M., University of Kentucky.
Dissertation: "A Dictionary of Characters in Meredith's Novels 1856-1876. With a Review of Critical Opinions"
- CHUNG-WEN SHIH, B.A., St. John's University; A.M., Duke University.
Dissertation: "The Criticism of *The Faerie Queene*"
- WILLIAM RODGER SMYTHE, JR., B.S., Rollins College; A.M., Duke University.
Dissertation: "A Theorem on Upper Semi-Continuous Decompositions"
- DAVID BENBOW STAFFORD, B.A., Guilford College; M.A., Haverford College.
Dissertation: "Sociocultural Change and Quakerism"
- ELIZABETH JANE STUCKY, A.B., Butler University; M.A., Florida State University.
Dissertation: "Basic Data and *Prima Facie* Physical Objects"
- MARION JACK SUGGS, B.A., University of Texas; B.D., Texas Christian University.
Dissertation: "The New Testament Text of Eusebius of Caesarea"
- KENNETH MERWIN TAYLOR, A.B., Florida Southern College; B.D., Duke Divinity School.
Dissertation: "Demythologizing and Its Implications for the Problem of Faith and History"
- BRUCE EARLE TEETS, A.B., Fairmont State College; M.A., West Virginia University.
Dissertation: "Thomas Hardy's *The Dynasts*: A Critical Study"
- HAROLD STANLEY THAMES, B.A., M.A., University of Mississippi.
Dissertation: "An Analysis of Representative Ideological Criticism of the United Nations Educational, Scientific and Cultural Organization in the United States, 1946-1954"
- ABE LOUIS TOLLER, B.S. in Ed., Temple University.
Dissertation: "Neutron Resonances in Sodium, Aluminum, and Potassium"
- DAVID HEADING BARTINE ULMER, JR., A.B., Duke University.
Dissertation: "Interaction Among Soil Organisms and Some Effects on Germination, Growth, and Survival of Seedlings"
- LEON BRYAN WALKER, JR., B.A., M.S., University of Houston.
Dissertation: "Double Motor Innervation of Some Muscle Fibers in the Tibialis Anterior Muscle of the Dog"

ADVANCED DEGREES CONFERRED

ANTHONY WINSTON, B.S., George Washington University; A.M., Duke University.
Dissertation: "Investigations in the Bicyclo-[2,2,1]-Heptane Series"

ARTHUR BRUCE WINTER, A.B., Emory University; M.S., University of Denver.
Dissertation: "Special Governmental Districts in Tennessee"

SHELDON PAUL ZITNER, B.A., Brooklyn College; A.M., New York University.
Dissertation: "The English Theatre Audience 1660-1700"

ADVANCED DEGREES CONFERRED SEPTEMBER 1, 1954

MASTER OF ARTS

Nikolaus Bruck
Clara Annie Beck Childs
Hilda Cohen
Harry Herbert Corson III
Willard Badgette Gatewood, Jr.
Joseph Tex Gilbert, Jr.
Katherine Powell Hinds
Barbara Louise Jones
Johann Karl Kandlbinder

Joseph Patrick Leahy
Theodore Frederick Morse
George B. Perkins, Jr.
Roger Edwin Sappington
Edgar Eudell Sutley
David Linn Trout
Joanne McCurdy Widom
Annette Veva Willcox
Robert Ross Wright, III

MASTER OF ARTS IN TEACHING

Imogene Faye Lipscomb
Mary C. Nypaver

Ruby Rebecca Rumley

MASTER OF EDUCATION

Edith Lenore Larson
Ethel M. McDonald

Ella Whitted Parks
Katharine Whitten

BULLETIN
OF
DUKE UNIVERSITY



Undergraduate Instruction

(Trinity College, the Woman's College, and the
College of Engineering)

ANNOUNCEMENTS FOR 1956-1957

VOLUME 28

March, 1956

NUMBER 5

Annual Bulletins

For GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

For BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

For BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

Published by Duke University monthly except in July, August, September, and December. Entered as second-class matter March 25, 1929, at the Post Office of Durham, North Carolina, under the Act of August 24, 1912.

DUKE UNIVERSITY

TRINITY COLLEGE

THE WOMAN'S COLLEGE

THE COLLEGE OF ENGINEERING

1956-1957

ANNOUNCEMENTS FOR 1956-1957



The Chapel Tower

(from an etching by Louis Orr)

The Chapel Tower dominates the scene of West, or the University Campus, and it symbolizes the spiritual heritage of the University. The predominantly Gothic architecture, traditionally restless and aspiring, contributes to the intellectually stimulating atmosphere of the University and provides an appropriate setting for educational endeavors.

BULLETIN
OF
DUKE UNIVERSITY



UNDERGRADUATE INSTRUCTION

TRINITY COLLEGE
THE WOMAN'S COLLEGE
THE COLLEGE OF ENGINEERING

1955-1956

ANNOUNCEMENTS FOR 1956-1957

DURHAM, NORTH CAROLINA
1956

"I request . . . that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life."

—JAMES B. DUKE.

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Calendar of the Colleges

1956

- September 13. Thursday, 7:30 P.M. Assembly for all entering freshmen; Freshman Orientation begins.
- September 13. Thursday, 7:30 P.M. Assembly for transfer students entering Trinity College and the College of Engineering.
- September 17. Monday. Registration and matriculation of former students of Trinity College and the College of Engineering, who have not pre-registered.
- September 18. Tuesday. Registration and matriculation of new students with advanced standing, Woman's College.
- September 19. Wednesday. Final registration of pre-registered students.
- September 20. Thursday. Fall semester classes begin.
- October 23. Tuesday. Examination in English Usage.
- November 5. Monday. Last day for reporting mid-semester grades.
- November 21. Wednesday, 12:30 P.M. Thanksgiving recess begins.
- November 26. Monday, 8:00 A.M. Classes are resumed.
- December 11. Tuesday. Founders' Day.
- December 20. Thursday, 12:30 P.M. Christmas recess begins.

1957

- January 3. Thursday, 8:00 A.M. Classes are resumed.
- January 12. Saturday, 12:30 P.M. Fall semester classes end.
- January 15. Tuesday. Final examinations begin.
- January 25. Friday. Final examinations end.
- January 28. Monday. Registration and matriculation of new students.
- January 29. Tuesday. Last day for matriculation for the spring semester.
- January 30. Wednesday. Spring semester classes begin.
- March 13. Wednesday. Last day for reporting mid-semester grades.
- March 23. Saturday, 12:30 P.M. Spring recess begins.
- April 1. Monday, 8:00 A.M. Classes are resumed.
- May 17. Friday, 5:00 P.M. Spring semester classes end.
- May 20. Monday. Final examinations begin.
- May 30. Thursday. Final examinations end.
- June 1. Saturday. Commencement begins.
- June 2. Sunday. Commencement Sermon.
- June 3. Monday. Graduating Exercises.

The Undergraduate Colleges



DUKE UNIVERSITY is built about a group of colleges which have their roots deep in the past. It was founded more than one hundred years ago when a number of earnest citizens from Randolph and adjacent counties assembled in a log school house to organize an educational society. They wished to provide lasting support for the local academy founded a few months before by an energetic son of North Carolina, Brantley York.

Moved by "no small share of philanthropy and patriotism," these men set forth their belief "that ignorance and error are the bane not only of religious but also of civil society" and that they "rear up almost an impregnable wall between man and the happiness he so ardently pants after." On that basis they formally adopted a constitution for the Union Institute Society. Thus in February, 1839, the academy became Union Institute. Twelve years later the Institute was reorganized as Trinity College. In 1892 it was moved from the fields of Randolph County to the growing city of Durham. Thirty-two years later the College grew into Duke University. With increasing enrollment and the development of specialized needs the Woman's College was formed in 1925 and the College of Engineering in 1938.

From academy to university the basic principles have remained constant. The University motto, *Eruditio et Religio*, reflects a fundamental faith in the union of knowledge and religion, the advancement of learning, the defense of scholarship, the love of freedom and truth, a spirit of tolerance, and a rendering of the greatest service to the individual, the state, the nation, and the church. Through changing generations of students the objective has been to encourage each individual to achieve to the extent of his capacities an understanding and appreciation of the world in which he lives, his relationship to it, his opportunities, and his responsibilities.

Duke University is concerned with developing the whole man. In its classrooms, libraries, and laboratories it is concerned with his mental and moral development, in its gymnasiums and on its playing fields, with his physical growth, and in its Chapel and religious program, with his spiritual well being. Although it has always been closely associated with the Methodist Church, Duke welcomes students of all faiths and encourages them to develop their spiritual lives in accordance with the tenets of their own creeds. The need of training for specialized professions and employments is recognized, but such training is incidental to a larger purpose. Through the variety of the

subject matter, the insistence on a common core of fundamental courses, and an emphasis on a more intensive study of some selected subject, the colleges seek to give their students a knowledge and appreciation of the culture of the Western World and at the same time to provide a foundation for careers in business and the professions.

The three colleges exist as parts of a university community in which the student has full opportunity to take part. They have a unique role in this community as the centers of individual education for undergraduates, but as members of the University the colleges share in the extensive facilities of laboratory and field work, superior physical equipment, great libraries, and able faculties which only a major university can provide. They share the same campuses with the Graduate School of Arts and Sciences, the Law School, the Medical and Nursing Schools, the Divinity School, the School of Forestry, and the Duke Hospital. A wide range of activities, religious, intellectual, cultural, social, and athletic, is open to the entire University community. At the same time there are other activities and organizations designed specifically for members of each undergraduate college. The student may thus enjoy both the activities and the atmosphere of a small college and the broader facilities and challenges provided by the existence of a university community.

Although the three colleges have separate identities, they are closely inter-related. Students of Trinity College and the College of Engineering live in the same dormitories, belong to the same fraternities, hold membership in the same student government association, attend classes in the same buildings. The College of Engineering provides for the specialized interests of its students by offering training in technical fields. At the same time it recognizes the importance of the study of the humanities because it realizes that the engineer has definite responsibilities as a citizen and that these responsibilities cannot be properly stressed in the purely technical curricula. Engineering students, therefore, participate in the academic and extra-curricular life of the liberal arts college as well as in the training and campus activities peculiar to their own college.

As one of the colleges within the University system the Woman's College shares the advantages of the wider community, and yet it offers to its students the special opportunities and responsibilities which belong to a separate woman's college. Women students receive training in leadership by administering their own organizations and by participating in community projects. At the same time they have the stimulus which comes from co-educational classes and from the experience of working with men of other colleges in campus activities.

Whether in the classroom or on the campus the emphasis is on the individual. To this end, classes are kept small in size and close contact between professor and student is encouraged. Instructors, counsellors,

advisers, and administrative officers are interested in the student as a person. In turn the student is expected to accept the responsibility of contributing to his own development, to his college, and to his university. The relationship of mutual service between the individual student and his college is designed to develop men of intelligence, integrity, and culture. From this relationship there has grown through a century and more a sense of achievement and high competence that enables Duke men and women to make their place in the world as effective citizens whatever their careers may be.

Officers of the University for the Year 1955-56



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PHILLIP FRANK HANES

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ALEXANDER HAMILTON SANDS, JR.

BUNYAN SNIPES WOMBLE

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New York, N. Y.

Durham, N. C.

Walkertown, N. C.

High Point, N. C.

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Winston-Salem, N. C.

Durham, N. C.

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JAMES RAYMOND SMITH

ESTELLE FLOWERS SPEARS

RICHARD ELTON THICPEN

KENNETH CRAWFORD TOWE

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Greensboro, N. C.

Greensboro, N. C.

Concord, N. C.

Gastonia, N. C.

Raleigh, N. C.

Asheville, N. C.

New York, N. Y.

Snow Hill, N. C.

Walkertown, N. C.

Winston-Salem, N. C.

High Point, N. C.

Atlanta, Ga.

Rocky Mount, N. C.

Roanoke, Va.

Raleigh, N. C.

Charlotte, N. C.

Saxapahaw, N. C.

High Point, N. C.

Charlotte, N. C.

Greensboro, N. C.

Laurinburg, N. C.

Charlotte, N. C.

Durham, N. C.

New York, N. Y.

Wilmington, N. C.

Mount Airy, N. C.

Durham, N. C.

Charlotte, N. C.

New York, N. Y.

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EARLE WAYNE WEBB
BUNYAN SNIPES WOMBLE

Morehead City, N. C.
New York, N. Y.
Winston-Salem, N. C.

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PLEASANT HUBER HANES
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Winston-Salem, N. C.
Detroit, Mich.

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CHARLES ALBERT KRUMMEL, Ph.D. <i>Professor Emeritus of German</i>	2118 Englewood Avenue
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KARL BACHMAN PATTERSON, A.M. <i>Assistant Professor Emeritus of Mathematics</i>	1024 Monmouth Avenue
ARTHUR SPERRY PEARSE, Ph.D., LL.D. <i>Professor Emeritus of Zoology</i>	803 Second Street

* Died, May 24, 1955.

† Died, November 17, 1955.

‡ Died, April 11, 1955.

- *ARTHUR MARCUS PROCTOR, Ph.D.
Professor Emeritus of Education 1500 Edgedale Drive
- WILLIAM WALTER RANKIN, JR., M.A.
Professor Emeritus of Mathematics Phillips Exeter Academy
 Exeter, New Hampshire
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Professor Emeritus of Political Science and Economics Germany
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 Winchester, Va.
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- FREDERICK ADOLPHUS WOLF, Ph.D.
James B. Duke Professor Emeritus of Botany 924 Urban Avenue
- EDWARD HUDSON YOUNG, A.M.
Assistant Professor Emeritus of Romance Languages 111 Watts Street

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- PAUL MAGNUS GROSS, Ph.D.
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- CHARLES EDWARD JORDAN, A.B., LL.D.
Vice-President in the Division of Public Relations 813 Vickers Avenue
- HERBERT JAMES HERRING, M.A., LL.D.
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- ALFRED SMITH BROWER, A.B.
Business Manager and Comptroller 614 West Campus
- †CHARLES BLACKWELL MARKHAM, A.M.
Treasurer of the University 204 Dillard Street

* Died, August 27, 1955.

† Died, December 3, 1955.

EDUCATIONAL ADMINISTRATION

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*Vice-President in the Division of Education,
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3816 Dover Road, Hope Valley

RICHARD LOVEJOY TUTHILL, Ed.D.

University Registrar

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1005 Urban Avenue

ALAN KREBS MANCHESTER, Ph.D.

Dean of Undergraduate Studies

2016 Myrtle Drive

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2310 Cranford Road

SUSAN A. CLAY, M.A.

Acting Associate Dean of Academic Instruction

216 Faculty Apartments

ROBERT B. COX, A.M.

Dean of Undergraduate Men

1107 Ninth Street

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Dean of Undergraduate Instruction, Woman's College

1507 W. Pettigrew Street

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Associate Dean of Undergraduate Instruction, Woman's College

619 Morehead Avenue

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Assistant Dean of Freshmen and Sophomores, Trinity College

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Assistant Dean of Trinity College

2007 Ruffin Street

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Director of Admissions, Woman's College

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Field Secretary, Undergraduate Admissions

E3D University Apartments

CHARLES BUCK ROBERTS, A.M.

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BROOKS MILTON WAGGONER, B.D., Ph.D.

Field Secretary, Undergraduate Admissions

104 Faculty Apartments

* Absent on leave, October 1, 1955, through May 1, 1956.

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MRS. DOROTHY HOLT McELDUFF, A.B. <i>Recorder, College of Engineering</i>	100 Forest Wood Road
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CHARLES EDWARD JORDAN, A.B., LL.D. <i>Secretary of the University</i>	813 Vickers Avenue

* Resigned, December 31, 1955.

† Died, December 3, 1955.

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EARL W. PORTER, A.B., B.J. <i>Director, Bureau of Public Information</i>	Randolph Road
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* Resigned, January 14, 1956.

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EDWIN PASCAL ALYEA (1930), M.D. <i>Professor of Urology</i>	3102 Devon Road, Hope Valley
CARL ANDERSON (1955), Ph.D. <i>Instructor in English</i>	2400 Chapel Hill Road
LEWIS EDWARD ANDERSON (1936), Ph.D. <i>Professor of Botany</i>	2020 Sunset Avenue
ROGER FABIAN ANDERSON (1950), Ph.D. <i>Associate Professor of Forest Entomology</i>	2528 Perkins Road
WILLIAM BANKS ANDERSON (1930), M.D. <i>Professor of Ophthalmology</i>	502 East Forest Hills Boulevard
†HAROLD LEE ANDREWS (1954), M.M. <i>Temporary Instructor in Music</i>	713 Club Boulevard
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WILLIAM COUNCILL ARCHIE (1946), Ph.D. <i>Associate Professor of Romance Languages</i>	2310 Cranford Road

* Absent on sabbatical leave, 1955-56.

† Resigned, June 30, 1955.

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- RALPH ARANOVITZ ARNOLD (1946), M.D.
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- JOHN LESLIE ARTLEY (1955), M.S. in E.E.
Assistant Professor of Electrical Engineering 1805 Forest Road
- THEODORE WINSLOW ATWOOD (1934), D.M.D.
Associate in Dentistry 9 Carolee Apartments, 2200 Elder Street
- PIERRE AUBERY (1955), Docteur de l'université
Instructor in Romance Languages 704 Shepherd Street
- *HOWARD M. AUSERMAN (1953), M.D.
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- LENOX DIAL BAKER (1947), M.D.
Professor of Orthopaedic Surgery 3106 Cornwall Road, Hope Valley
- ROGER D. BAKER (1930-1942; 1952), M.D.
Professor of Pathology 303 Swift Avenue
- MARIE BALDWIN (1949), M.D.
Associate in Psychiatry Highlands Hospital, Asheville, N. C.
- KATHARINE MAY BANHAM (1946), Ph.D.
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- †JAMES FOSTER BARNES (1929), M.A.
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- ROBERT HENRY BARNES (1953), M.D.
Assistant Professor of Psychiatry 2412 Acadia Street
- JAMES W. BARNHILL (1954), M.A., Major, U. S. Air Force
Assistant Professor of Air Science 2005 Arbor Street
- WILLIAM BARRY (1955), M.D.
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Chief of Radiology of Durham Veterans
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- GEORGE JAY BAYLIN (1939), M.D.
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- CHARLES A. BAYLIS (1952), Ph.D.
Professor of Philosophy 601 East Markham Avenue
- WILLIAM WALDO BEACH (1946), B.D., Ph.D.
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- JOSEPH WILLIS BEARD (1937), M.D.
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- ROLAND FREDERICK BECKER (1951), Ph.D.
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* Resigned, February 10, 1955.

† Died, February 9, 1956.

- *GEORGE K. BEEBE (1954), A.M.
Instructor in Romance Languages 315 Greenwood Drive
- GORDON EDWARD BELL (1954), M.B.A., C.P.A.
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Professor of Pharmacology Woodridge Drive
- MRS. MARY LILIAS CHRISTIAN BERNHEIM (1930), Ph.D.
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- ‡MERLE MOWBRAY BEVINGTON (1942), Ph.D.
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- MARTIN M. BLOCK (1952), Ph.D.
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- HUGO LEANDER BLOMQUIST (1920), Ph.D.
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- BYRON M. BLOOR (1952), M.D.
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- JAMES ROBERT BLY (1949), M.S.
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- MORTON BOGDONOFF (1954), M.D.
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- WILLIAM BRYAN BOLICH (1927), M.A., B.C.L.
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- §EDWARD CLAUDE BOLMEIER (1948), Ph.D.
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- ALLAN HADLEY BONE (1944), M.M.
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- ‡CAZLYN GREEN BOOKHOUT (1935), Ph.D.
Professor of Zoology 1307 Alabama Avenue

* Resigned, August 31, 1955.

† Resigned, June 30, 1955.

‡ Absent on sabbatical leave, 1955-56.

§ Absent on sabbatical leave, fall semester, 1955-56.

- MRS. ELIZABETH CIRCLE BOOKHOUT (1932-43; 1945), M.S.
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- ALEXANDER W. BOONE (1952), M.D.
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Assistant Professor of Psychology 305 Francis Street
- MICHEL BOURGEOIS-GAVARDIN (1953), M.D.
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- FRANCIS EZRA BOWMAN (1945), Ph.D.
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- BENJAMIN BOYCE (1950), Ph.D.
Professor of English 1200 Dwire Place
- ‡DAVID GILBERT BRADLEY (1949), Ph.D.
Assistant Professor of Undergraduate Religion 707 Hudson Street
- HAROLD L. BRADLEY (1940), B.S.
Assistant Professor of Physical Education 1903 Washington Street
- CHARLES KILGO BRADSHAW (1939), Ph.D.
Professor of Chemistry 118 Pinecrest Road
- JOHN SAEGER BRADWAY (1931), A.M., LL.B.
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- LOUIS R. BRAGG (1955), M.A.
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- RALPH J. D. BRAIBANTI (1953), Ph.D.
Associate Professor of Political Science 2614 Stuart Drive
- BERNARD BRESSLER (1954), M.D.
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- ROBERTA FLORENCE BRINKLEY (1947), Ph.D.
Professor of English East Campus
- MRS. EDITH BROCKER (1955), B.S., M.Ed.
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- ROBERT MAURICE BRODERSON (1952), M.F.A.
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- FRANCES CAMPBELL BROWN (1931), Ph.D.
Associate Professor of Chemistry 1205 Dwire Place
- IVAN WILLARD BROWN, JR. (1940-42; 1945), M.D.
Associate Professor of Surgery 1709 Vista Street

* Resigned, May 31, 1955.

† Resigned, August 31, 1955.

‡ Absent on sabbatical leave, fall semester, 1955-56.

INSTRUCTIONAL STAFF

21

- WADE GILLIES BROWN (1947), A.B.
Lecturer in Sanitary Engineering 1317 Arnette Avenue
- WILLIAM HUGH BROWNLEE (1948), Th.M., Ph.D.
Associate Professor of Old Testament 2809 Fairview Road
- PAUL ROBEY BRYAN, JR. (1951), M.M., Ph.D.
Assistant Professor of Music 1 Duke University Apartments
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- ROGER CONANT BUCK (1953), B.A., B.Phil. (Oxon.)
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Associate in Orthopaedics 1544 Hermitage Court
- FLORENT J. BUREAU (1955), Agrégé de L'Enseignement Supérieur
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- EWALD W. BUSSE (1953), M.D.
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- WILLIAM LAWRENCE BYRNE (1954), Ph.D.
Associate in Biochemistry Duke Hospital
- JASPER LAMAR CALLAWAY (1937), M.D.
Professor of Dermatology and Syphilology 828 Anderson Street
- DONALD AMOS CALLESON (1955), B.E.
Instructor in Mechanical Engineering 808 Third Street
- EDMUND McCULLOUGH CAMERON (1926), A.B.
Director of Physical Education and Athletics 2818 Chelsea Circle, Hope Valley
- MARY BELL CAMPBELL (1952), R.N., B.S., M.A.A.N.A.
Instructor in Operating Room Technique Hanes House
- MARY MILTON CAMPBELL (1953), R.N., B.S.N.E.
Instructor in Nursing Education 402 Buchanan Boulevard
- SULLIVAN G. CAMPBELL (1955), A.B., M.S., Ph.D.
Visiting Associate Professor of Mathematics Turnage Road, Box 4724
Duke Station
- ROY M. CANFIELD, JR. (1955), B.F.A., Lieutenant, U. S. Air Force
Instructor in Air Science 1914 Arbor Street
- JAMES CANNON (1919), A.M., Th.M., D.D.
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- LEONARD CARLITZ (1932), Ph.D.
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- JOHN WILLIAM CARLTON (1955), A.B., B.D., Ph.D.
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- DAVID WILLIAMS CARPENTER (1929), Ph.D.
Professor of Physics 137 Pinecrest Road
- JOHN WINDER CARR, JR. (1926), Ph.D.
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- EBER MALCOLM CARROLL (1923), Ph.D.
James B. Duke Professor of History K1C University Apartments

- R. CHARMAN CARROLL (1944), R.N., A.B., M.D.
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- BAYARD CARTER (1931), M.D.
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- *DONALD D. CARTER (1952), M.D.
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- ALLAN MURRAY CARTTER (1952), Ph.D.
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- WILLIAM H. CARTWRIGHT (1951), Ph.D.
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- MRS. HELEN KENNARD CASTELLANO (1947), M.A.
Instructor in Romance Languages 2511 Perkins Road
- JUAN RODRÍGUEZ CASTELLANO (1947), Doctor en Filosofía y Letras
Associate Professor of Romance Languages 2511 Perkins Road
- LEON EDWARD CHAIKEN (1952), B.S., M.F.
*Associate Professor of Forest Management and
 Assistant Director of the Forest* 2737 Dogwood Road
- †JOHN V. CHAMBERLAIN (1954), A.M.
Visiting Instructor in Biblical Studies 28 Hawthorne Drive
- MRS. ROMA SAWYER CHEEK (1947), Ph.D.
Assistant Professor of Political Science 210 Cottage Lane, Chapel Hill, N. C.
- BENJAMIN GUY CHILDS (1924), M.A.
Professor of Education 1019 West Markham Avenue
- ELON HENRY CLARK (1934)
Professor of Medical Art and Illustration 1300 Oakland Avenue
- KENNETH WILLIS CLARK (1931), Ph.D.
Professor of New Testament Language and Literature 1308 West Markham Avenue
- LELIA ROSS CLARK (1949), R.N., M.A.
Professor of Nursing Service 880 Louise Circle
 Apartment 6M, Poplar Apartments
- ROMANE LEWIS CLARK (1953), Ph.D.
Assistant Professor of Philosophy Apartment 10
 Fifth and Markham Avenue
- ‡MRS. MARGARET BERNARDINE AREY CLARKE (1953), R.N., B.S.
Instructor in Pediatric Nursing Apartment 4, 718 Underwood Avenue
- ‡MAURICE H. CLARKE (1953), B.S., Lieutenant Colonel, U. S. Marine Corps
Associate Professor of Naval Science 214 Swift Avenue
- JAMES T. CLELAND (1945), M.A., Th.D., D.D.
James B. Duke Professor of Preaching 2117 Myrtle Drive
- PAUL HIBBERT CLYDE (1937), Ph.D.
Professor of History 1311 Carolina Avenue
- PAUL WHITLOCK COBB (1955), B.S.
Instructor in Physical Education, Trinity College No. 4, Carolee Apartments
- LOUIS DAVID COHEN (1946), Ph.D.
*Associate Professor of Psychology and Associate
 Professor of Medical Psychology* 913 Monmouth Avenue
- §FRANCIS W. COKER (1955), Ph.D.
Visiting Professor of Political Science 1026 West Trinity Avenue

* Resigned, May 1, 1955.

† Resigned, June 30, 1955.

‡ Resigned, August 31, 1955.

§ Spring Semester, 1955-56.

- ROBERT TAYLOR COLE (1935), Ph.D.
James B. Duke Professor of Political Science 7 Sylvan Road
- *GEORGE H. COLLIER (1951), Ph.D.
Assistant Professor of Psychology 510 East Club Boulevard
- †JOHN P. COLLINS (1948), M.D.
Associate Professor of Surgery 1417 Lakeland Hills Boulevard
 Lakeland, Fla.
- JOEL G. COLTON (1947), Ph.D.
Assistant Professor of History 2801 Dogwood Road
- ROBERT MERLE COLVER (1953), Ed.D.
Assistant Professor of Education 900 Dacian Avenue
- NORMAN FRANCIS CONANT (1935), Ph.D.
*Professor of Mycology and Associate
 Professor of Bacteriology* Route 1, Old Cornwallis Road
- ‡RICHARD GRIGSBY CONNAR (1950), M.D.
Assistant Professor of Surgery Alastair Apartments, 300 Swift Avenue
- ROBERT HOWE CONNERY (1949), Ph.D.
Professor of Political Science 906 Buchanan Boulevard
- EVELYN VAIL COONRAD (1952-53; 1955), M.D.
Associate in Medicine Duke Hospital
- §THOMAS HOWARD CORDLE (1950), Ph.D.
Assistant Professor of Romance Languages 2420 Perkins Road
- *ALFRED NIXON COSTNER (1950), M.D.
Associate in Ophthalmology 1204 Ruffin Street
- MARTHA LEE COVINGTON (1954), B.S.N.
Instructor in Nursing Arts Apartment S2, 810 Demerius Street
- ROBERT CALVIN COX (1942), M.A.
Assistant Professor of Physical Education 1826 Guess Road
- ROBERT LAWRENCE CRAIG (1938), M.D.
Associate in Psychiatry Duke Hospital
- ROBERT NOWELL CREADICK (1946), M.D.
Associate Professor of Obstetrics and Gynecology 1200 Anderson Street
- MASON CRUM (1930), Ph.D., Litt.D.
Professor of Biblical Literature 912 Anderson Street
- WILLIAM L. CULBERSON (1955), Ph.D.
Instructor in Botany 1001 Carolina Avenue
- EDMUND G. CUMMINGS (1955), B.S., M.S., Ph.D.
Instructor in Zoology 2816 Erwin Road
- JOHN SHELTON CURTISS (1945), Ph.D.
Professor of History Route 2, Box 95, Guess Road
- ROBERT EARL CUSHMAN (1945), B.D., Ph.D.
Professor of Systematic Theology 130 Pinecrest Road
- BINGHAM DAI (1943), Ph.D.
*Professor of Psychology, and Professor of
 Medical Psychology* 2404 Perkins Road
- BOYD LEE DANIELS (1952), B.D.
Instructor in Undergraduate Religion 330 Clark Street

* Resigned, January 31, 1955.

† Resigned, September 1, 1955.

‡ Resigned, July 31, 1955.

§ Absent on leave, 1955-56.

- *WILLIAM DAVID DAVIES (1950), B.D., D.D.
Professor of Biblical Theology 810 Second Street
- GIFFORD DAVIS (1930), Ph.D.
Professor of Romance Languages 2248 Cranford Road
- †THELMA ELIZABETH DAVIS (1954), R.N., B.S.N.E.
Instructor in Obstetric Nursing 305 Monmouth Avenue
- MRS. ATALA THAYER SCUDDER DAVISON (1942), M.D.
Associate in Pediatrics Fairways, Hope Valley
- WILBURT CORNELL DAVISON (1927), M.D., D.Sc., LL.D.
James B. Duke Professor of Pediatrics Fairways, Hope Valley
- *HOWARD W. DAWSON (1953), B.S., Lieutenant Commander, U. S. Navy
Assistant Professor of Naval Science 909 Arnette Avenue
- ALEXANDER DECONDE (1952), Ph.D.
Assistant Professor of History 1515 Woodburn Road
- JOHN ESSARY DEES (1939), M.D.
Professor of Urology 413 Carolina Circle
- MRS. SUSAN COONS DEES (1939), M.D.
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- WILLIAM P. DEISS, JR. (1954), M.D.
*Assistant Professor of Medicine and Biochemistry and
 Director of Radioisotope Laboratory, Veterans Hospital* Veterans Hospital
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Assistant Professor of Pediatrics 1501 Woodburn Road
- ‡JEAN-JACQUES DEMOREST (1948), Ph.D.
Associate Professor of Romance Languages 2712 Circle Drive
- SARA JAMISON DENT (1955), M.D.
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- WILLIAM ERNEST DETURK (1949), M.D., Ph.D.
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- ANTHONY CHARLES DRAGO (1953), B.S. in P.E.
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* Resigned, August 31, 1955.

† Resigned, January 31, 1956.

‡ Absent on sabbatical leave, 1955-56.

- FRANCIS GEORGE DRESSEL (1929), Ph.D.
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- EUGENE DROZDOWSKI (1955), A.B., M.A.
Instructor in History F-107 Westover Park Apartments
- KENNETH LINDSAY DUKE (1940), Ph.D.
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- MRS. ELEANOR BEAMER EASLEY (1934), M.D.
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- HOWARD EASLEY (1930), Ph.D.
Associate Professor of Education Guess Road
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Assistant Professor of Physiology* 1302 Oakland Avenue
- E. HARVEY ESTES (1953), M.D.
Associate in Medicine 8 Meadowbrook Avenue
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- WILLIAM MARTIN FAIRBANK (1952), Ph.D.
Associate Professor of Physics 2016 Pershing Street
- CARMEN M. FALCONE (1946), M.A.
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- JOHN MORTON FEIN (1950), Ph.D.
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- BERNARD F. FETTER (1951), M.D.
Assistant Professor of Pathology 2411 Pickett Road
- EDGAR BEAUREGARDE FISHER (1953), B.D.
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- JOHN H. FISHER (1955), Ph.D.
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Philosophy of Religion* Apartment 18, Alastair Court
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Chapel Hill, N. C.
- RUSSELL A. FRASER (1952), Ph.D.
Assistant Professor of English Route 1, Box 283A, Mt. Sinai Road
- NOBORU FUKUNAGA (1955), M.D.
Visiting Assistant Professor of Pathology Duke Hospital
- CHARLES DARBY FULTON, JR. (1950), Sc.D.
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- *THOMAS MUIR GALLIE, JR. (1954), Ph.D.
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- CLARENCE ELLSWORTH GARDNER, JR. (1930), M.D., D.Sc.
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- †NORMAN GARMEZY (1950), Ph.D.
Associate Professor of Psychology 3423 Hope Valley Road
- ‡OTTO H. GAUER (1953), M.D.
Associate Professor of Physiology and Pharmacology
Route 1, Box 113, Chapel Hill, N. C.
- W. SCOTT GEHMAN, JR. (1954), Ph.D.
Assistant Professor of Education 1312 Shephard Street
- NICHOLAS G. GEORGAIDE (1951), D.D.S., M.D.
Assistant Professor of Plastic Surgery 2417 Bruton Road
- JOHN JAY GERGEN (1936), Ph.D.
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- §ALLAN H. GILBERT (1920), Ph.D.
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- GEORGE G. GLOCKLER (1952), Ph.D.
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- CLARENCE GOHDES (1930), Ph.D.
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- JOSEPH LEONARD GOLDNER (1950), M.D.
Associate Professor of Orthopaedics 906 Demerius Street
- JEWETT GOLDSMITH (1949), M.D.
Assistant Professor of Psychiatry 918 Monmouth Avenue

* Resigned, August 31, 1955.

† Absent on leave, February 1, 1956, through August 31, 1957.

‡ Resigned, June 30, 1955.

§ Absent on sabbatical leave, 1955-56.

- *SANFORD GOLDSTONE (1953), Ph.D.
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 Department of Psychiatry and Lecturer in
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- WALTER GORDY (1946), Ph.D.
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- EUGENE GREULING (1948), Ph.D.
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- HOWARD N. HAINES (1943), B.S.
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- HUGH MARSHALL HALL (1952), Ph.D.
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- §JOHN HAMILTON HALLOWELL (1942), Ph.D.
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 and Professor of Endocrinology* 810 Forest Hills Boulevard
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Professor of History 2256 Cranford Road

* Resigned, January 15, 1955.

† Resigned, August 31, 1955.

‡ Resigned, July 30, 1955.

§ Absent on sabbatical leave, 1955-56.

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- JOHN KENNEDY HANKS (1954), M.A.
Assistant Professor of Music 820 West Knox Street
- *FRANK ALLAN HANNA (1948), Ph.D.
Professor of Economics 2239 Cranford Road
- OSCAR CARL EDVARD HANSEN-PRÜSS (1930), M.D. 3303 Surrey Road, Hope Valley
Professor of Medicine in Charge of Clinical Microscopy
- EARL THOMAS HANSON (1946), Ph.D.
Assistant Professor of Political Science 613 Swift Avenue
- ELLWOOD SCOTT HARRAR (1936), Ph.D.
Professor of Wood Technology 2228 Cranford Road
- JEROME SYLVAN HARRIS (1936), M.D.
Professor of Pediatrics and
Associate Professor of Biochemistry 1007 Rosehill Avenue
- FRANCIS PARKS HARRISON (1947), Ph.D.
Assistant Professor of Physical Education 2722 Circle Drive
- HORNELL NORRIS HART (1938), Ph.D.
Professor of Sociology 2535 Perkins Road
- JULIAN DERYL HART (1930), M.D.
Professor of Surgery Route 1, Duke University Road
- †DOUGLAS HARTLE (1954), M.A.
Instructor in Economics 1004 Carolina Avenue
- GEORGE CORBIN HARWELL (1935), Ph.D.
Associate Professor of English 2115 Wilson Street
- CHARLES ROY HAUSER (1929), Ph.D.
Professor of Chemistry 1020 Rosehill Avenue
- JULIA ANN HEDGEPEETH (1955), M.F.A.
Instructor in Physical Education 1021 West Trinity Avenue
- CAROLINE ELIZABETH HELMICK (1949), M.D.
Associate in Preventive Medicine and Public Health and
Director of Student Health, Woman's College East Campus
- JAMES PAISLEY HENDRIX (1938), M.D.
Associate Professor of Medicine and Therapeutics 144 Pinecrest Road
- SIMEON K. HENINGER (1955), B.Litt. (Oxon.) Ph.D.
Instructor in English 101 Faculty Apartments
- STEPHEN DUNCAN HERON, JR. (1950), M.S.
Assistant Professor of Geology 1506 Echo Road
- DUNCAN CHARTERIS HETHERINGTON (1930), Ph.D., M.D.
Professor of Anatomy K-3B University Apartments
- ALBERT HEYMAN (1953), M.D.
Associate Professor of Medicine 910 Arrowhead Road
Chapel Hill, N. C.
- JOHN BAMBER HICKAM (1947), M.D.
Associate Professor of Medicine 713 Anderson Street
- ARTHUR OWEN HICKSON (1929), Ph.D.
Associate Professor of Mathematics Box 27, West Durham Station
- †DOUGLAS GREENWOOD HILL (1931), Ph.D.
Professor of Chemistry Box 275, Route 2, St. Mary's Road

* Absent on sabbatical leave, fall semester, 1955-56.

† Resigned, August 31, 1955.

‡ Absent on sabbatical leave, 1955-56.

- MARCUS EDWIN HOBBS (1935), Ph.D.
Professor of Chemistry 115 Pinecrest Road
- *JOHN HERBERT HODGES (1954), A.M.
Instructor in Mathematics Box 1139, Men's Graduate Center
- LESLIE BENJAMIN HOHMAN (1946), M.D.
Professor of Psychiatry 1520 Hermitage Court
- *RAY WALTER HOLLAND (1947), M.S. in M.E.
Assistant Professor of Mechanical Engineering 2428 Glendale Avenue
- IRVING BRINTON HOLLEY, JR. (1947), Ph.D.
Associate Professor of History 6 Duke University Apartments
 Fifth and Markham Avenue
- *CHARLES M. HOLMES (1953), M.A.
Instructor in English 903 Shepherd Street
- FRANCES VIRGINIA LEE HOLTON (1947), M.A.
Assistant Professor of Physical Education 407 Erwin Apartments
- CALVIN BRYCE HOOVER (1925), Ph.D., Litt.D.
James B. Duke Professor of Economics 1702 Duke University Road
- EDWARD CHARLES HORN (1946), Ph.D.
Associate Professor of Zoology 2509 Cascadilla Street
- †AUBREY THOMAS HORNSBY (1953), M.D.
*Assistant Professor of Radiology and Chief of
 the Radiological Department, Veterans Hospital* 420 Carolina Avenue
- DORIS AHLEE HOWELL (1955), M.D.
Assistant Professor of Pediatrics 1022 Pickett Road
- JOHN CHASE HOWELL (1954), M.A.
Instructor in Sociology 1006 Demerius Street
- WAYLAND ELROY HULL (1953), Ph.D.
Assistant Professor of Physiology 708 Circle Drive
- HAROLD J. HUMM (1954), Ph.D.
Associate Professor of Botany 912 Monmouth Avenue
- DON DOUGAN HUMPHREY (1945), Ph.D.
Professor of Economics 2802 Legion Avenue
- MRS. WANDA SANBORN HUNTER (1947), Ph.D.
Associate Professor of Zoology 803 Second Street
- PATRICK HUNTLEY (1955), M.A.
Instructor in Economics 1719 James Street
- CHESTER FOY HWANG (1954), B.S.M.E.
Instructor in Mechanical Engineering Apartment 9, Fifth and Markham Avenue
- THELMA MARGUERITE INGLES (1949), R.N., M.A.
*Associate Professor of Nursing Education and
 Director, Division of Nursing Education* 1412 North Duke Street
- WILLIAM HENRY IRVING (1936), B.A. (Oxon.), Ph.D.
Professor of English 2707 Legion Avenue
- THOMAS K. IVES (1954), B.S., Lieutenant, U. S. Navy
Assistant Professor of Naval Science 2 Willwood Apartments
 Pratt Street
- ANN MADELINE JACOBANSKY (1953), R.N., B.S.N.E., M.Ed.
Professor of Nursing Westover Park Apartments

* Resigned, August 31, 1955.

† Resigned, April 30, 1955.

- MERLE E. JACOBS (1954), Ph.D.
Temporary Instructor in Zoology 801 Third Street
- MARIANNA DUNCAN JENKINS (1948), Ph.D.
Associate Professor of Art 619 Morehead Avenue
- HOWARD EIKENBERRY JENSEN (1931), B.D., Ph.D.
Professor of Sociology 143 Pinecrest Road
- *WALLACE NORUP JENSEN (1953), M.D.
Assistant Professor of Medicine L-26-D, Glen Lennox, Chapel Hill, N. C.
- FREDERICK CHARLES JOERG (1947), M.B.A.
Associate Professor of Economics 2116 Pershing Street
- BETTY SUE JOHNSON (1955), B.S.N.Ed.
Instructor in Pediatric Nursing 608 Buchanan Boulevard
- †DAVID SPIRES JOHNSON (1953), M.D.
Associate in Pathology Apartment 10-C, 2904 Erwin Road
- TERRY WALTER JOHNSON, JR. (1954), Ph.D.
Assistant Professor of Botany 944 Lambeth Circle, Poplar Apartments
- EDWARD ELLSWORTH JONES (1953), Ph.D.
Assistant Professor of Psychology and Associate in Clinical Psychology in the Department of Psychiatry 1705 Forest Road
- ‡ARCHIBALD CURRIE JORDAN (1925), M.A.
Assistant Professor of English 147 Pinecrest Road
- BRADY RIMBEY JORDAN (1927), Ph.D.
Professor of Romance Languages 117 Pinecrest Road
- HELEN LOUISE KAISER (1943), R.P.T.T.
Assistant Professor of Physical Rehabilitation 804 Fourth Street
- WILLIAM ARTHUR KALE (1952), B.D., D.D.
Professor of Christian Education 500 East Markham Avenue
- *HARRY I. KALISH (1953), Ph.D.
Visiting Assistant Professor of Psychology 926 Lambeth Circle
- HENRY KAMIN (1948), Ph.D.
Associate in Biochemistry J-3C University Apartments
- §T. C. KAO (1954), M.D.
Visiting Professor of Surgery Duke Hospital
- WALTER KEMPNER (1934), M.D.
Professor of Medicine 1505 Virginia Avenue
- CHRISTOPHER KENDRIS (1955), Ph.D.
Instructor in Romance Languages 402 Buchanan Boulevard
- VAN LESLIE KENYON, JR. (1945), M.M.E.
Associate Professor of Mechanical Engineering Route 2, Hillsboro, N. C.
- *MRS. NANCY PEELER KEPPEL (1953), B.A.
Instructor in Physical Education 2729 Brown Avenue, Poplar Apartments
- GRACE PARDRIDGE KERBY (1947), M.D.
Assistant Professor of Medicine 707 Louise Circle, Poplar Apartments
- **EILEEN DOROTHY KIERNAN (1952), R.N., B.S.N.E.
Instructor in Nursing of Prematures 920 Second Street

* Resigned, August 31, 1955.

† Resigned, June 20, 1955.

‡ Absent on sabbatical leave, spring semester, 1955-56.

§ Resigned, December 31, 1955.

** Resigned, June 30, 1955.

- GREGORY A. KIMBLE (1952), Ph.D.
Associate Professor of Psychology 1815 Hillcrest Drive
- THEODORE G. KLEIN (1955), B.S., Lieutenant Commander, U. S. Navy
Assistant Professor of Naval Science 2011 Woodrow Street
- *WILLIAM KLENZ (1947), M.A.
Assistant Professor of Music P.O. Box 856, Chapel Hill, N. C.
- †ROBERT J. KNIGHT, JR. (1952), B.S., Colonel, U. S. Air Force
Professor of Air Science and Tactics 2107 Wilson Street
- ‡LOIS NINA KNOWLES (1953), R.N., B.S.N.
Instructor in Nursing Arts 2201 Woodrow Street
- EDWARD M. KNOX, JR. (1955), B.S., Lieutenant, U. S. Air Force
Instructor in Air Science 3411 Denice Street
- RUTH M. KOCH (1953), M.S.
Assistant Professor of Nursing 224-226 Hanes House
- SIGMUND KOCH (1942-47; 1948), Ph.D.
Professor of Psychology Route 2, Durham, N. C.
- JACOB FRANK KOENIG (1954), M.S. in E.E.
Assistant Professor of Electrical Engineering 1700 Duke University Road
- §SEYMOUR KORKE (1953), M.D.
Associate Professor of Biochemistry 2511 Pickett Road
- CLARENCE FERDINAND KORSTIAN (1930), Ph.D.
Professor of Silviculture 4 Sylvan Road
- BARNET KOTTLER (1953), Ph.D.
Instructor in English 521 East Club Boulevard
- PAUL JACKSON KRAMER (1931), Ph.D.
James B. Duke Professor of Botany 2251 Cranford Road
- ROBERT KRAMER (1947), LL.B.
Professor of Law 108 Pinecrest Road
- EDWARD KREADY KRAYBILL (1939), M.S.E.
Associate Professor of Electrical Engineering 2726 Circle Drive
- WILLIAM R. KRIGBAUM (1952), Ph.D.
Assistant Professor of Chemistry 2015 Woodland Drive
- *GEORGE FREDERIC KUDER (1948), Ph.D.
Professor of Psychology 2516 Perkins Road
- EDWARD CHARLES KUNKLE (1948), M.D.
Professor of Neurology 2525 Perkins Road
- WESTON LABARRE (1946), Ph.D.
Associate Professor of Anthropology 1311 Alabama Avenue
- CREIGHTON LACY (1953), B.D., Ph.D.
Assistant Professor of Missions and Social Ethics 2714 Dogwood Road
- CHARLES EARL LANDON (1926), Ph.D.
Professor of Economics 1514 Edgevale Road
- WILLIAM GUERRANT LANE (1952), Ph.D.
Instructor in English 814 Vickers Avenue
- **JOHN TATE LANNING (1927), Ph.D.
Professor of History 3007 Surrey Road, Hope Valley

* Absent on sabbatical leave, 1955-56.

† Resigned, January 31, 1956.

‡ Absent on leave, August 1, 1955, through July 31, 1956.

§ Died, December 10, 1955.

** Absent on sabbatical leave, spring semester, 1955-56.

- JOHN E. LARSH, JR. (1943), Sc.D.
Associate in Parasitology Duke Hospital
- ELVIN REMUS LATTY (1937), J.D., J.Sc.D.
Professor of Law 3620 Hathaway Road, Hope Valley
- *DUNBAR LAWSON (1953), B.S., Lieutenant Commander, U. S. Navy
Assistant Professor of Naval Science 1012 Arnette Avenue
- RICHARD H. LEACH (1955), Ph.D.
Visiting Lecturer in Political Science 906 North Gregson Street
- BENJAMIN FRANKLIN LEMERT (1930), Ph.D.
Associate Professor of Economics 123 Pinecrest Road
- HAROLD WALTER LEWIS (1949), Ph.D.
Associate Professor of Physics 2307 Sprunt Street
- MARTHA MODENA LEWIS (1933), M.A.
Associate Professor of Physical Education 407 Erwin Apartments
- RALPH ELTON LEWIS (1941), M.S. in M.E.
Assistant Professor of Civil Engineering 1401 Alabama Avenue
- CHARLES HARRIS LIVENGOOD, JR. (1946), LL.B.
Professor of Law 2804 Chelsea Circle, Hope Valley
- CHARLES E. LLEWELLEN, JR. (1955), M.D.
Associate in Psychiatry Hamstead Court
- GEORGE TOWNSEND LODGE (1953), Ph.D.
Associate Professor of Psychology 804 Third Street
- ARTHUR HILL LONDON, JR. (1932), M.D.
Associate in Pediatrics 306 South Gregson Street
- HANS LÖWENBACH (1940), M.D.
Professor of Psychiatry and Physiology Box 79, Route 3
- CHARLES LUCIEN BAKER LOWNDES (1934), S.J.D.
James B. Duke Professor of Law 2016 Club Boulevard
- †OSKAR HELGE LUNDHOLM (1930), Ph.D.
Professor of Psychology 803 Second Street
- WILLIAM S. LYNN, JR. (1954), M.D.
Associate in Medicine Duke Hospital
- ANGUS M. MCBRYDE (1931), M.D.
Associate Professor of Pediatrics 410 East Forest Hills Boulevard
- MRS. PAULINE WAYNE MCCASKILL (1954), B.S.N.E.
Instructor in Medical Nursing 2611 Guess Road
- JOSEPH ADOLPHUS MCCLAIN, JR. (1940), J.S.D., LL.D.
Professor of Law 2021 Myrtle Drive
- GELOLO MCHUGH (1946), Ph.D.
Assistant Professor of Psychology 1413 Watts Street
- HENRY MCINTOSH (1955), M.D.
Associate in Medicine 1807 Hillcrest Drive
- ‡LIONEL WILFRED MCKENZIE, JR. (1948), B.Litt. (Oxon.), M.A.
Associate Professor of Economics 1026 West Trinity Avenue
- JONATHAN COLLINS MCLENDON (1952), Ph.D.
Associate Professor of Education 944 Lambeth Circle, Poplar Apartments

* Resigned, August 31, 1955.

† Died, July 9, 1955.

‡ Absent on sabbatical leave, spring semester, 1955-56.

- ROBERT M. McLEOD (1955), B.S., Ph.D.
Instructor in Mathematics 1102 North Duke Street
- LEWIS J. McNURLEN (1952), Ph.D.
Instructor in Sociology 2713 Circle Drive
- HENRY T. McPHERSON (1955), M.D.
Associate in Medicine 875 Louise Circle, Poplar Apartments
- *SAMUEL D. McPHERSON, JR. (1949), M.D.
Associate in Ophthalmology 1520 Hermitage Court
- †IAN O. MACCONOCHIE (1953), B.S. in M.E.
Instructor in Mechanical Engineering 702 Vickers Avenue
- DOUGLAS BLOUNT MAGGS (1930), J.D., S.J.D.
Professor of Law 3940 Dover Road, Hope Valley
- JOHN E. MAJESKY (1955), B.S., Lieutenant, U. S. Navy
Assistant Professor of Naval Science 2522 Hillandale Road
- JOHN McCLELLAN MAJOR (1953), Ph.D.
Instructor in English 1020 Urban Avenue
- FRANK MALINASKY (1955), B.S., Commander, U. S. Navy
Associate Professor in Naval Science 412 Carolina Circle
- ALAN KREBS MANCHESTER (1929), Ph.D.
Professor of History 2016 Myrtle Drive
- ‡JETHRO OATES MANLY (1952), B.S.
Instructor in Botany 907 Lambeth Circle, Poplar Apartments
- ‡EVERETT JAMES MANN (1950), M.B.A., C.P.A.
Associate Professor of Accounting 1712 Roxboro Road
- CLYDE LEONARD MANSCHRECK (1954), B.D., Ph.D.
Assistant Professor of Undergraduate Religion 1022 Lakewood Avenue
- GEORGE MARGOLIS (1947), M.D.
Professor of Pathology 3838 Ruby Road
- JOSEPH ELDRIDGE MARKEE (1943), Ph.D.
James B. Duke Professor of Anatomy 1015 Demerius Street
- §SIDNEY DAVID MARKMAN (1947), Ph.D.
Associate Professor of Art History and Archaeology 919 Urban Avenue
- MRS. ELSIE W. MARTIN (1930), M.S.
Professor of Dietetics 206 Faculty Apartments
- MRS. RUTH CAMPBELL MARTIN (1944), M.D.
Associate Professor of Anesthesiology and Assistant Anesthetist 113 Pinecrest Road
- SAMUEL PRESTON MARTIN (1949), M.D.
Associate Professor of Medicine and Assistant Professor of Bacteriology 113 Pinecrest Road
- ‡LUCY ETHELYN MASSEY (1949), R.N., M.A.
Assistant Professor of Public Health Nursing Dawson Road, Chapel Hill, N. C.
- FRANK J. S. MATURO (1955), Ph.D.
Temporary Instructor in Zoology 918 Urban Avenue
- WILLIAM CARY MAXWELL (1930), Ph.D.
Associate Professor of German 142 Pinecrest Road

* Absent on leave, 1955-56.

† Resigned, May 30, 1955.

‡ Resigned, August 31, 1955.

§ Absent on sabbatical leave, spring semester, 1955-56.

- OTTO MEIER, JR. (1934), M.S., E.E.
Associate Professor of Electrical Engineering 916 Monmouth Avenue
- ELIJAH EUGENE MENEFEE, JR. (1940), M.D.
Associate Professor of Medicine 2205 Cranford Road
- M. VICTOR MICHALAK (1950), A.M.
Assistant Professor in English 854 Louise Circle, Poplar Apartments
- GUSTAVUS H. MILLER (1955), Ph.D.
Instructor in Romance Languages Cedar Terrace, R.F.D. 1
- MARGARET EMMA MILLER (1954), R.N., B.S.N.E.
Instructor in Surgical Nursing 2113 Englewood Avenue
- *FRANK KIRBY MITCHELL (1926), A.M.
Associate Professor of English 619 Swift Avenue
- JOHN THEODORE MOHAT (1955), Ph.D.
Instructor in Mathematics 1913 Essex Road
- ROBERT JOHN MONTFORT (1940), B.A.
Assistant Professor of Physical Education 3300 Cole Mill Road
- WILLIAM MORRIS (1955), M.A.
Instructor in English 27 Hamilton Road, Chapel Hill, N. C.
- ASHTON BYROM MORRISON (1955), Ph.D., M.D.
Associate in Pathology 407 Watts Street
- CLARENCE L. MORRISON (1954), B.S., Major, U. S. Marine Corps
Assistant Professor of Naval Science 3415 Denice Street
- ELIZABETH MOSES (1954), R.N., B.S.N.E., M.Ed.
Assistant Professor of Nursing 114 Faculty Apartments
- †EARL GEORGE MUELLER (1945), B.M., M.A., M.F.A.
Associate Professor of Art 1108 Watts Street
- MRS. JULIA WILKINSON MUELLER (1939-41; 1946), M.A.
Associate Professor of Music 1108 Watts Street
- ROBERT J. MURPHY, JR. (1950), M.D.
Associate in Pediatrics Duke Hospital
- ‡HIRAM EARL MYERS (1926), S.T.M., D.D.
Professor of Biblical Literature 141 Pinecrest Road
- §JACK DUANE MYERS (1947), M.D.
Associate Professor of Medicine 713 Anderson Street
- JAMES B. MYERS (1952), A.B., Major, U. S. Air Force
Assistant Professor of Air Science 3413 Duke Homestead Road
- **MRS. JESSICA H. LEWIS MYERS (1950), M.D.
Associate in Medicine 713 Anderson Street
- GEORGE W. NACE (1951), Ph.D.
Assistant Professor of Zoology 2021 Pershing Street
- AUBREY WILLARD NAYLOR (1952), Ph.D.
Associate Professor of Botany 881 Louise Circle, Poplar Apartments
- GLENN ROBERT NEGLEY (1946), Ph.D.
Professor of Philosophy 1700 Shawnee Street
- ERNEST WILLIAM NELSON (1926), Ph.D.
Associate Professor of History 939 Lambeth Circle, Poplar Apartments

* Absent on sabbatical leave, 1955-56.

† Absent on sabbatical leave, fall semester, 1955-56.

‡ Absent on sabbatical leave, spring semester, 1955-56.

§ Resigned, August 31, 1955.

** Resigned, July 31, 1955.

BARBARA CAROL NEWBORG (1952), M.D. <i>Associate in Medicine</i>	1503 Virginia Avenue
HENRY WINSTON NEWSON (1948), Ph.D. <i>Professor of Physics</i>	1111 North Gregson Street
WILLIAM McNEAL NICHOLSON (1935), M.D. <i>Professor of Medicine in Charge of Postgraduate Education and Disease of Metabolism</i>	824 Anderson Street
WALTER McKINLEY NIELSON (1925), Ph.D. <i>James B. Duke Professor of Physics</i>	139 Pinecrest Road
LOTHAR WOLFGANG NORDHEIM (1937), Ph.D., Sc.D. <i>Professor of Physics</i>	2255 Cranford Road
GUY LEARY ODOM (1943), M.D. <i>Professor of Neurosurgery</i>	2812 Chelsea Circle, Hope Valley
HOWARD T. ODUM (1954), Ph.D. <i>Assistant Professor of Zoology</i>	1108 Anderson Street
*JOHN BURWELL OLIVER (1952), Ph.D. <i>Instructor in History</i>	Box 4360, Duke Station
†HENRY JOHN OOSTING (1932), Ph.D. <i>Professor of Botany</i>	2642 University Drive
EDWARD STEWART ORGAIN (1934), M.D. <i>Professor of Medicine</i>	3321 Devon Road, Hope Valley
RODERICK B. ORMANDY (1953), M.A. <i>Assistant Professor of Medical Speech Pathology</i>	2906 Erwin Road
ROBERT TAPPAN OSBORN (1954), B.D. <i>Instructor in Undergraduate Religion</i>	1922 Ward Street
HARRY ASHTON OWEN, JR. (1951), B.E.E., M.S.E. <i>Assistant Professor of Electrical Engineering</i>	1506 Woodburn Road
MRS. ANNA COOPER PAINTER (1954), R.N., B.S.N.E. <i>Instructor in Pediatric Nursing</i>	3000 Chapel Hill Road
AUBREY EDWIN PALMER (1944), B.S. in E., C.E. <i>Associate Professor of Civil Engineering</i>	2519 State Street
HAROLD TALBOT PARKER (1939), Ph.D. <i>Associate Professor of History</i>	12 Glenn Apartments, Dacian Avenue
JOSEPH B. PARKER, JR. (1953), M.D. <i>Associate Professor of Psychiatry and Chief of Psychiatry at Veterans Hospital</i>	2921 Horton Road
ROY PARKER (1954), M.D. <i>Assistant Professor of Obstetrics and Gynecology</i>	111 Pinecrest Road
OSCAR A. PARSONS (1954), Ph.D. <i>Assistant Professor of Psychology and Associate in Medical Psychology</i>	1702 Forest Road
JAMES PARTHEMOS (1955), M.A. <i>Instructor in Economics</i>	1112 Alabama Avenue
JOEL FRANCIS PASCHAL (1954), LL.B., Ph.D. <i>Associate Professor of Law</i>	Chapel Hill Road
RANSOM RATHBONE PATRICK (1954), B.A., M.F.A. <i>Professor of Aesthetics and Art</i>	116 Pinecrest Road

* Resigned, August 31, 1955.

† Absent on sabbatical leave, fall semester, 1955-56.

- *SIMMONS ISLER PATRICK (1954), M.D.
Associate in Radiology K-2-D University Apartments
- †RANDOLPH F. PATTERSON (1953), B.S., Lieutenant (j.g.), U. S. Navy
Assistant Professor of Naval Science 2011 Woodrow Street
- ‡ROBERT LEET PATTERSON (1945), B.D., Ph.D.
Professor of Philosophy Washington Duke Hotel
- LEWIS PATTON (1926), Ph.D.
Associate Professor of English 614 Swift Avenue
- WILLIAM BERNARD PEACH (1951), Ph.D.
Assistant Professor of Philosophy 920 Dacian Avenue
- TALMADGE LEE PEELE (1939), M.D.
Associate Professor of Anatomy and
Assistant Professor of Medicine K-2-B University Apartments
- §CHARLES HENRY PEETE, JR. (1953), M.D.
Associate in Obstetrics and Gynecology Alastair Court
- EDWARD JOSEPH PELLICCIARO (1954), Ph.D.
Research Instructor in Mathematics 1820 Forest Road
- KENNETH E. PENROD (1950), Ph.D.
Associate Professor of Physiology and Pharmacology and
Assistant to the Dean of the School of Medicine 2745 Dogwood Road
- HAROLD SANFORD PERRY (1932), Ph.D.
Associate Professor of Botany 2302 Cranford Road
- SOLOMON PAUL PERRY (1953), M.D.
Assistant Professor of Radiology 1212 Arnette Avenue
- ELBERT LAPSLEY PERSONS (1930), M.D.
Associate Professor of Medicine and Associate Professor
of Preventive Medicine and Public Health 723 Anderson Street
- WALTER SCOTT PERSONS (1930), A.B.
Assistant Professor of Physical Education 612 Swift Avenue
- ERNST PESCHEL (1953), M.D.
Assistant Professor of Medicine 2306 Pershing Street
- JAMES EMMET PETERSON (1954), B.C.E., M.S.C.E.
Instructor in Civil Engineering 2215 Elder Street
- RAY C. PETRY (1937), Ph.D., LL.D.
Professor of Church History 128 Pinecrest Road
- OLAN LEE PETTY (1952), Ph.D.
Associate Professor of Education 2519 Shenandoah Avenue
- JOHN BERNARD PFEIFFER, JR. (1949), M.D.
Assistant Professor of Medicine 1715 Maryland Avenue
- JAMES HENRY PHILLIPS (1946), Ph.D.
Associate Professor of Undergraduate Religion 2517 Perkins Road
- JANE PHILPOTT (1951), Ph.D.
Assistant Professor of Botany 804 Fourth Street
- HENRY FLOYD PICKETT (1935), A.B.
Associate in Medical Art and Illustration and Photographer 2506 Cornwallis Road
- KENNETH LEROY PICKRELL (1944), M.D.
Professor of Plastic Surgery 3 Sylvan Road

* Resigned, June 30, 1955.

† Resigned, August 31, 1955.

‡ Absent on leave, February 1, 1955, through January 31, 1956.

§ Absent on leave, 1955-56.

INSTRUCTIONAL STAFF

37

- ROGER STANTON PINKHAM (1955), Ph.D.
Instructor in Mathematics 2502 Thorne Street
- JACQUES C. POIRIER (1955), Ph.D.
Assistant Professor of Chemistry 2502 State Street
- HILDA PERSONS POPE (1948), Ph.D.
Associate Professor of Bacteriology 886 Louise Circle, Poplar Apartments
- FRANCIS ROSS PORTER (1930), B.S.
Superintendent of the Hospital and Professor of Hospital Administration Hillsboro, N. C.
- RAYMOND W. POSTLETHWAIT (1955), M.D.
Associate Professor of Surgery and Assistant Chief of Surgery at Veterans Hospital Duke Hospital
- MARY ALVERTA POSTON (1930), A.M.
Associate in Bacteriology 512 Watts Street
- MARY POTEAT (1935), Ph.D.
Assistant Professor of English 103 Faculty Apartments
- BENJAMIN E. POWELL (1946), Ph.D.
Professor in the Faculty of Arts and Sciences 3609 Hathaway Road, Hope Valley
- LANIER WARD PRATT (1940), M.A.
Instructor in Romance Languages 2007 Ruffin Street
- RICHARD LIONEL PREDMORE (1950), D.M.L.
Professor of Romance Languages 2413 Perkins Road
- JAMES LIGON PRICE, JR. (1952), Ph.D.
Assistant Professor of Undergraduate Religion 2723 Circle Drive
- REECE TREGO PROSSER (1955), A.B.
Research Instructor in Mathematics Apartment 16, University Apartments
- ALBERT ELSWORTH PUGH (1953), M.D.
Assistant Professor of Medicine and Chief, Professional Service, Veterans Hospital Staff Quarters, Veterans Hospital
- JAMES MINETREE PYNE (1949), B.S.
Assistant Professor of Hospital Administration and Assistant Superintendent of the Hospital 1832 Forest Road
- DAVID RABIN (1953), B.S. in M.E., LL.B., LL.M. (Pat.)
Instructor in Mechanical Engineering 538 Audubon Drive
Greensboro, N. C.
- CHARLES WILLIAM RALSTON (1953), B.S., M.F., Ph.D.
Assistant Professor of Forest Soils 600 Gregson Street
- *ROBERT STANLEY RANKIN (1927), Ph.D.
Professor of Political Science 1227 Vickers Avenue
- †JOSEPHINE RAPPAPORT (1952), R.N., M.A.
Assistant Professor of Nursing Education Hanes House
- ‡BENJAMIN ULYSSES RATCHFORD (1928), Ph.D.
Professor of Economics 133 Pinecrest Road
- ISRAEL THOMAS REAMER (1931), Ph.G.
Associate in Pharmacy 2406 West Club Boulevard
- KENNETH JAMES REARDON (1947), A.M.
Associate Professor of English 2821 Winton Road
- FREDERICK JEROME REED (1935), M.E., M.S.
Associate Professor of Mechanical Engineering 2203 Englewood Avenue

* Absent on sabbatical leave, spring semester, 1955-56.

† Resigned, October 15, 1955.

‡ Absent on sabbatical leave, 1955-56.

- ROBERT JAMES REEVES (1930), M.D.
Professor of Radiology 920 Anderson Street
- EDWIN KELSEY REGEN (1951), B.D., D.D.
Visiting Lecturer in Church Administration 1106 Watts Street
- HUGO MANLEY REICHARD (1951), Ph.D.
Instructor in English 2 Duke University Apartments
- MRS. WALLY REICHENBERG-HACKETT (1946), Ph.D.
Assistant Professor of Psychology Route 1, Erwin Road
- THOMAS D. REYNOLDS (1953), Ph.D.
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- JOSEPH BANKS RHINE (1927), Ph.D.
Director of Parapsychology Laboratory Hillsboro, N. C.
- McMURRY SMITH RICHEY (1954), B.D., Ph.D.
Assistant Professor of the Philosophy of Christian Education 4C Poplar Apartments
944 Lambeth Circle
- JOHN A. RITCHIE (1953), M.D.
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- HENRY STOUTTE ROBERTS, JR. (1948), Ph.D.
Associate Professor of Zoology Box 221, Route 5, Duke Homestead Road
- JOHN HENDERSON ROBERTS (1931), Ph.D.
Professor of Mathematics 2813 Legion Avenue
- *RACHEL LEE RODGERS (1954), B.S.N.E.
Instructor in Nursing Arts Apartment S-2, 810 Demerius Street
- ELIOT H. RODNICK (1949), Ph.D.
Professor of Psychology, and Director of Clinical Training in Psychology 2806 Legion Avenue
- E. STANFIELD ROGERS (1952), M.D.
Associate Professor of Pathology 602 Ruby Street
- ROBERT SAMUEL ROGERS (1937), Ph.D., F.A.A.R.
Professor of Latin 148 Pinecrest Road
- THEODORE ROPP (1938), Ph.D.
Associate Professor of History 302 Woodridge Drive
- JESSE LEE ROSE (1936), Ph.D.
Associate Professor of Latin and Greek 506 Buchanan Boulevard
- NORMAN F. ROSS (1937), D.D.S.
Associate in Dentistry Chelsea Circle, Hope Valley
- DONALD FRANCIS ROY (1950), Ph.D.
Assistant Professor of Sociology 519 South Duke Street
- JOHN JESSE RUDIN, II (1945), Ph.D.
Associate Professor of Speech 1019 Rosehill Avenue
- MABEL F. RUDISILL (1948), Ph.D.
Associate Professor of Education 213 West Markham Avenue
- JULIAN MEADE RUFFIN (1930), M.D.
Professor of Medicine 816 Anderson Street
- RALPH WAYNE RUNDLES (1945), Ph.D., M.D.
Associate Professor of Medicine 132 Pinecrest Road
- REAMES HAWTHORNE SALES (1949), B.D., Ph.D.
Assistant Professor of Undergraduate Religion 2800 University Drive

* Resigned, September 16, 1955.

HERMAN SALINGER (1955), Ph.D. <i>Professor of German</i>	2709 Augusta Drive
MURIEL I. SANDEEN (1950), Ph.D. <i>Assistant Professor of Zoology</i>	706 Louise Circle
CHARLES RICHARD SANDERS (1937), Ph.D. <i>Professor of English</i>	103 Pinecrest Road
MRS. EUGENIA CURTIS SAVILLE (1947), M.A. <i>Assistant Professor of Music</i>	1103 Anderson Street
LLOYD BLACKSTONE SAVILLE (1946), Ph.D. <i>Associate Professor of Economics</i>	1103 Anderson Street
JOHN HENRY SAYLOR (1928), Ph.D. <i>Professor of Chemistry</i>	2500 Perkins Road
THOMAS ANTON SCHAFER (1950), B.D., Ph.D. <i>Assistant Professor of Historical Theology</i>	1523 Woodburn Road
CLARENCE HENRY SCHETTLER (1946), Ph.D. <i>Associate Professor of Sociology</i>	119 Pinecrest Road
HERMAN MAX SCHIEBEL (1939), M.D. <i>Associate in Surgery</i>	1020 Anderson Street
KNUT SCHMIDT-NIELSEN (1952), Mag.Sc., Ph.D. <i>Professor of Zoology</i>	2402 Chapel Hill Road
FRANCIS XAVIER SCHUMACHER (1937), B.S. <i>Professor of Forestry</i>	6 Sylvan Road
RUDOLPH MATHIAS SCHUSTER (1953), Ph.D. <i>Research Associate and Visiting Assistant Professor of Botany</i>	1427 Broad Street
*THEODORE B. SCHWARTZ (1948), M.D. <i>Assistant Professor of Medicine</i>	854 Louise Circle, Poplar Apartments
ESTHER LOUISE SCHWERMAN (1947), Ph.D. <i>Assistant Professor of English</i>	909 Lambeth Circle, Poplar Apartments
GEORGE WILLIAM SCHWERT, JR. (1946), Ph.D. <i>Associate Professor of Biochemistry</i>	611 Hammond Street
WILL CAMP SEALY (1946), M.D. <i>Associate Professor in Charge of Thoracic Surgery Division</i>	2232 Cranford Road
RUSSELL P. SEBOLD, III (1955), Ph.D. <i>Instructor in Romance Languages</i>	1010 West Trinity Avenue
WALTER JAMES SEELEY (1925), E.E., M.S. <i>James B. Duke Professor of Electrical Engineering</i>	1005 Urban Avenue
JAMES HUSTEAD SEMANS (1953), M.D. <i>Associate Professor of Urology</i>	1415 Bivins Street
DAVID GORDON SHARP (1939), Ph.D. <i>Associate Professor of Biophysics in Experimental Surgery and Biophysicist to Duke Hospital</i>	202 Francis Street
LAMBERT ARMOUR SHEARS (1927), Ph.D. <i>Professor of German</i>	917 Green Street
†MILDRED MARGUERITE SHERWOOD (1930), R.N. <i>Associate in Pediatric Nursing</i>	Hanes House
JOHN HERMAN SHIELDS (1926), A.M. <i>Associate Professor of Accounting</i>	1315 Vickers Avenue

* Resigned, August 31, 1955.

† Absent on leave, 1955-56.

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- WILLIAM WARNER SHINGLETON (1947), M.D.
Assistant Professor of Surgery 1510 Carolina Avenue
- JOSEPH ROBERT SHOENFIELD (1952), Ph.D.
Assistant Professor of Mathematics 1003 East Trinity Avenue
- WADE H. SHUFORD (1954), M.D.
Associate in Radiology 1203 Gregson Street
- HERBERT O. SIEKER (1955), M.D.
Associate in Medicine 2512 State Street
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Assistant Professor of Psychiatry 3910 Dover Road
- * ALBERT J. SILVERMAN (1953), M.D.
Associate in Psychiatry 622 West Markham Avenue
- EDWARD CHRISTIAN SIMMONS (1947), Ph.D.
Professor of Economics 2510 Perkins Road
- † WILLIAM HAYS SIMPSON (1930), Ph.D.
Associate Professor of Political Science 1406 Dollar Avenue
- ‡ ALLAN P. SINDLER (1954), Ph.D.
Instructor in Political Science Route 1, Hillsboro Road
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Assistant Professor of Pathology 826 Louise Circle, Poplar Apartments
- MRS. CYNTHIA JANE ALLEN SMITH (1955), B.A.
Instructor in Physical Education 1204 West Markham Avenue
- DAVID TILLERSON SMITH (1930), M.D., Litt.D.
James B. Duke Professor of Bacteriology and Associate Professor of Medicine 3437 Dover Road, Hope Valley
- ‡ FRANK M. SMITH (1951), M.A., Captain, U. S. Air Force
Assistant Professor of Air Science 1425 Pennsylvania Avenue
- GROVER C. SMITH, JR. (1952), Ph.D.
Assistant Professor in English 1109 North Gregson Street
- HILRIE SHELTON SMITH (1931), Ph.D., D.D., Litt.D.
James B. Duke Professor of American Religious Thought 2721 Dogwood Road
- JOHN B. K. SMITH (1953), M.B., Ch.B., M.D.
Associate in Psychiatry Highlands Hospital, Asheville, N. C.
- ROBERT SIDNEY SMITH (1932), Ph.D.
Professor of Economics 2236 Cranford Road
- ‡ MRS. SUSAN GOWER SMITH (1930), M.A.
Associate in Nutrition 3437 Dover Road, Hope Valley
- ‡ WILLIAM RODGER SMYTHE, JR. (1952), Ph.D.
Instructor in Mathematics 919 Second Street
- ‡ RAYMOND STEPHEN SORESEN (1952), M.S. in P.E.
Instructor in Physical Education 1009 Sycamore Street
- DOROTHY SPANGLER (1954), B.S., M.A.
Instructor in Physical Education 201 Faculty Apartments

* Absent on leave, 1955-56.

† Absent on sabbatical leave, fall semester, 1955-56.

‡ Resigned, August 31, 1955.

- CHRISTOPHER SPENCER (1955), Ph.D.
Instructor in English 1019 Dacian Avenue
- JOSEPH JOHN SPENGLER (1934), Ph.D.
James B. Duke Professor of Economics 2240 Cranford Road
- CHARLES D. SPIELBERGER (1955), Ph.D.
*Associate in Medical Psychology and
Assistant Professor of Psychology* 1710 Forest Road
- HERTHA D. E. SPONER (1935), Ph.D.
Professor of Physics 3309 Avon Road, Hope Valley
- DALE FISHER STANSBURY (1946), J.S.D.
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- EUGENE ANSON STEAD, JR. (1947), M.D.
Florence McAlister Professor of Medicine 2122 Myrtle Drive
- CHARLES RONALD STEPHEN (1950), M.D.C.M., D.A., R.C.P.&S.
Professor of Anesthesiology and Chief Anesthetist 1608 University Drive
- *DAVID B. STEVENS (1951), LL.B., Captain, U. S. Air Force
Assistant Professor of Air Science 2121 Sprunt Street
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Assistant Professor of History University Apartments
- LIONEL STEVENSON (1955), B.Litt. (Oxon.), Ph.D., F.R.S.L.
James B. Duke Professor of English 3106 Devon Road
- MRS. VERA K. STICHT (1955), B.S.
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- †WILLIAM FRANKLIN STINESPRING (1936), Ph.D.
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- FREDERICK WILLIAM STOCKER (1943), M.D.
Associate Professor of Ophthalmology 1124 Forest Hills Boulevard
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*Assistant Professor of
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- ‡PETER F. STRAWSON (1955), M.A.
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- *DONALD W. STRASBURG (1953), Ph.D.
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- HOWARD AUSTIN STROBEL (1948), Ph.D.
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- WIPPERT ARNOT STUMPF (1948), Ph.D.
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- ROBERT BURKE SUITT (1940), M.D.
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* Resigned, August 31, 1955.

† Absent on sabbatical leave, spring semester, 1955-56.

‡ Fall semester, 1955-56.

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- ARLIN TURNER (1953), Ph.D.
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Assistant Professor of Obstetrics and Gynecology 2106 Cole Road
- RICHARD LOVEJOY TUTHILL (1953), Ed.D.
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- MALCOLM P. TYOR (1955), M.D.
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and Administrator of the Veterans Hospital Veterans Hospital
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* Resigned, February 1, 1955.

† Absent on leave, spring semester, 1955-56.

‡ Appointed, February 1, 1956.

§ Died, May 27, 1955.

** Resigned, May 31, 1955.

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- DAN OTTO VIA (1955), B.D.
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- *ALBERT EDWARD WACKERMAN (1938), M.F.
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Instructor in Romance Languages 105½ Hardee Street
- ARLEY JOHN WALTON (1948), B.S.L., D.D.
*Associate Professor of Church Administration
 and Director of Field Work* 803 Second Street
- LORING BAKER WALTON (1929), Lic. ès L., Ph.D.
Professor of Romance Languages 2235 Cranford Road
- †CALVIN LUCIAN WARD (1952), Ph.D.
Instructor in Zoology 801 Third Street
- CHARLES EUGENE WARD (1927), Ph.D.
Professor of English 2429 Perkins Road
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Research Instructor in Mathematics 920 Dacian Avenue
- JAMES VAUGHN WARREN (1942), M.D.
*Professor of Medicine and Associate
 Professor of Physiology* 1406 Woodburn Road
- ALBERT D. WARSHAUER (1955), M.D.
*Assistant Professor of Anesthesiology and
 Chief of Anesthesiology of Durham Veterans
 Administration Hospital* Staff Quarter, Veterans Hospital
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Instructor in Romance Languages 704 Shepherd Street
- GEORGE ARCHIBALD WATSON, JR. (1950), M.D.
Associate in Pediatrics 2018 Sunset Avenue
- RICHARD LYNESS WATSON, JR. (1939), Ph.D.
Associate Professor of History 109 Pinecrest Road
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Associate Professor of Greek 918 Urban Avenue
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Associate Professor of Education 2716 Circle Drive
- †PAUL WELSH (1948), Ph.D.
Assistant Professor of Philosophy 102 Faculty Apartments
- JOSEPH CABLE WETHERBY (1947), M.A.
Assistant Professor of English 2306 Prince Street

* Absent on sabbatical leave, fall semester, 1955-56.

† Absent on leave, 1955-56.

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Visiting Professor of Political Science 919 Urban Avenue
- †MRS. SHIRLEY BLUE WHITAKER (1954), A.M.
Instructor in Romance Languages Faculty Apartments
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Associate Professor of English 107 Pinecrest Road
- †ANDREW G. WHITESIDE (1954), Ph.D.
Instructor in History 1102 North Duke Street
- MRS. EUGENIA REMLIN WHITRIDGE (1947), Ph.D.
Assistant Professor of Sociology Cornwallis Road
- GEORGE A. WICKES (1954), Ph.D.
Instructor in English 907 Shepherd Street
- RUTH JANET WIEN (1949), M.S.
Assistant Professor of Social Service H-2B University Apartments
- KARL MILTON WILBUR (1946), Ph.D.
Professor of Zoology 2404 Bruton Road
- LESLIE CLIFFORD WILBUR (1949), M.S.
Assistant Professor of Mechanical Engineering Route 3, Hillsboro, N. C.
- PELHAM WILDER, JR. (1949), Ph.D.
Assistant Professor of Chemistry 2525 Glendale Avenue
- †ANNETTE VEVA WILLCOX (1954), A.M.
Instructor in Mathematics Bellaire Apartments, Pratt Street
- JAMES WESLEY WILLIAMS (1937), A.B., B.S. in C.E., M.S.
Associate Professor of Civil Engineering 206 Swift Avenue
- WALLACE LEON WILLIAMS (1955), B.E.E.
Instructor in Electrical Engineering 921 Exum Street
- ROBERT MARSHALL WILLIAMSON (1951), Ph.D.
Assistant Professor of Physics 20 Meadowbrook Drive
- FREDERICK ELIPHAZ WILSON (1923), A.M.
Associate Professor of German 1020 Demerius Street
- §JENNET MAE WILSON (1952), R.N., B.S.
Instructor in Obstetrics 402 Buchanan Boulevard
- KELLOGG VAN WILSON (1955), Ph.D.
Assistant Professor of Psychology 2515 Roxboro Road
- ROBERT RENBERT WILSON (1925), Ph.D., LL.D.
Professor of Political Science 717 Anderson Street
- WILLIAM PRESTON WILSON (1950-54; 1955), M.D.
Associate Professor of Psychiatry 2604 Hillandale Road
- THOMAS G. WINNER (1948), Ph.D.
Assistant Professor of Russian Language and Literature 1813 Hillcrest Drive
- LOREN RALPH WITHERS (1949), M.S.
Assistant Professor of Music 8 Duke University Apartments
- BARNES WOODHALL (1937-43; 1945), M.D.
Professor of Neurosurgery 4006 Dover Road, Hope Valley

* Spring semester, 1955-56.

† Resigned, August 31, 1955.

‡ Absent on sabbatical leave, spring semester, 1955-56.

§ Resigned, September 16, 1955.

- *JAMES L. WOODRESS, JR. (1954), Ph.D.
Visiting Lecturer in English 1308 West Markham Avenue
- *SAMUEL H. WOODS, JR. (1954), Ph.D.
Instructor in English 214 Faculty Apartments
- ROBERT HILLIARD WOODY (1929), Ph.D.
Professor of History 2648 University Drive
- ALMA LORRAINE WOODYARD (1954), M.A.
Instructor in Physical Education 201 Faculty Apartments
- †RICHARD N. WRENN (1954), M.D.
Associate in Orthopaedics 2222½ Elba Street
- DEWITT WRIGHT (1943), J.D.
*Associate in Hospital Administration and
Assistant Superintendent of the Hospital* Route 3, Durham, N. C.
- *WARREN GRICE YATES (1949), A.M.
Instructor in German 409 Carver Street
- CHARLES R. YOUNG (1954), Ph.D.
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- GLENN YOUNG (1954), M.D.
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- KARL EDWARD ZENER (1928), Ph.D.
Professor of Psychology Route 2, Sparger Road
- HALINA ZUKOWSKI (1950), R.N., B.S., M.L.
Assistant Professor of Nursing 918 Monmouth Avenue

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- WILLIAM R. BARRETT (1956), Ph.D.
German 2620 Fairview Road
Raleigh, N. C.
- WILLIAM CROMPTON BENNETT (1954), B.D., Th.D.
Undergraduate Religion 927 West Trinity Avenue
- MRS. ANNE MARIE BRYAN (1953), Baccalauréat, Lic. en Droit
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- DONALD A. BUYSKE (1954), Ph.D.
Chemistry and Research Associate 819 Demerius Street
- RICHARD CAPWELL (1955), M.A.
English Box 4243, Duke Station
- ROGER BAXTER DAVIS (1955)
Civil Engineering Route 1, Box 177
- CHARLES WILSON ESTUS (1955), A.B.
Sociology 1818 Glendale Avenue
- WALTER GALE (1956), M.Ed.
Education 103 East Club Boulevard
- JAMES OLIVER GANT (1954), A.B.
Physical Education 1912 Glendale Avenue
- IRVING J. GOFFMAN (1955), A.B.
Economics Men's Graduate Center

* Resigned, August 31, 1955.

† Resigned, December 31, 1955.

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MRS. JUANITA KREPS (1955), Ph.D. <i>Economics</i>	Morgan Creek Road, Chapel Hill, N. C.
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CHARLES CARLYLE RING (1955), A.B. <i>Economics</i>	705 Shepherd Street
GRIMES G. SLAUGHTER (1955), M.A. <i>Physics</i>	1715 Cole Mill Road
CALVIN SMITH (1955), Ph.D. <i>English</i>	Box 4243, Duke Station
WALTER G. SMITH (1953), B.S. in M.E. <i>Mechanical Engineering</i>	2842 Chapel Hill Road
ROGER E. STANSFIELD (1954), M.S. <i>Chemistry</i>	901 Mangum Street
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ROBERT LEON THURSTONE (1953), M.S. in E.E. <i>Electrical Engineering</i>	400 Laurel Hill Road, Chapel Hill, N. C.
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†S. PERRY KEZIAH (1954), LL.B.	Men's Graduate Center
ALTON J. KNIGHT (1938), LL.B.	Fish Dam Road
FRED HENRY STEFFEY (1955), LL.B.	2728 Brown Avenue
‡JACK C. WOODALL (1951), LL.B.	1405 Vickers Avenue

* Resigned, June 1, 1955.

† Resigned, January 1, 1955.

‡ Resigned, August 31, 1955.

RELIGIOUS LIFE

- JAMES T. CLELAND, M.A., S.T.M., D.D., Th.D.
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- BARNEY L. JONES, B.D.
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- W. HARVEY FLOYD, B.D.
Associate Director of Student Religious Life, West Campus 818 Sixth Street
- *ROLAND WILLIAM RAINWATER, B.D.
Associate Director of Student Religious Life, West Campus Duke University Apartments
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Chaplain to Methodist Students 818 Sixth Street
- †WARREN EASTWOOD ATWATER, B.D.
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- WILLIAM R. HOYT, B.D.
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- BOYCE C. MEDLIN, B.D.
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- JOSEPH WILLIAM O'BRIEN, B.D.
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Adviser to Lutheran Students Aycock House
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Chaplain of Duke Hospital 2308 Prince Street

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Director of Student Health 723 Anderson Street
- CAROLINE E. HELMICK, M.D.
Director of Student Health, Woman's College East Campus Infirmary
- MOZELLE VESTAL, R.N.
Resident Nurse, Woman's College East Campus Infirmary
- MRS. RUTH SMITH, R.N.
Nurse, Woman's College 1817 Glendale Avenue
- MRS. OLLIE PHILLIPS BURNETT, R.N.
Head Nurse, West Campus 1404 Arnette Avenue
- MRS. MARY EVA SCHOFIELD, R.N.
Nurse, West Campus 307 North Gregson Street

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- §JAMES FOSTER BARNES, A.M.
Director of Choral Music 2401 Cranford Road

* Resigned, March 1, 1955.

† Resigned, May 31, 1955.

‡ Resigned, August 31, 1955.

§ Died, February 9, 1956.

- MRS. JAMES FOSTER BARNES
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- ANTON BREES
University Carillonneur Duke University
- PAUL ROBEY BRYAN, Ph.D.
Conductor of the Concert and Marching Bands 1 Duke University Apartments
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Director of Voice Ensemble 820 West Knox Street
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- *WILLIAM KLENZ, M.A.
Conductor of the Collegium Musicum 15 Alastair Court
- MRS. EDITH C. LONDON
Assistant Art Curator 1508 Oakland Avenue
- MRS. MAYA POWELL, B.A.
Record Librarian 2723 Brown Avenue
- MRS. EUGENIA CURTIS SAVILLE, M.A.
Director of the Madrigal Singers 1103 Anderson Street
- MRS. JOSEPHINE W. STIPE, A.B.
Art Curator 134 Purefoy Road, Chapel Hill, N. C.
- LOREN RALPH WITHERS, M.S.
Director of Piano Ensemble 8 Duke University Apartments
- †JOSEPH C. WOOD, JR., M.M.
Conductor of Brass Ensemble 42 Barclay Road, Chapel Hill, N. C.

Physical Education, Trinity College

- EDMUND McCULLOUGH CAMERON (1926), A.B.
Director of Physical Education and Athletics 2818 Chelsea Circle, Hope Valley
- JAMES ROBERT BLY (1949), M.S.
Assistant Professor of Physical Education; Coach of Soccer; Director, Intramural Athletics 2001 Ruffin Street
- HAROLD L. BRADLEY (1950), B.S.
Assistant Professor of Physical Education; Coach of Basketball 1903 Washington Street
- ALBERT GEORGE BUEHLER (1955), B.A., M.A.
Instructor in Physical Education; Coach of Cross Country; Assistant Track Coach 907 Lambeth Circle
- HERSCHEL AMOS CALDWELL (1930)
Assistant Coach of Football 3100 Devon Road, Hope Valley
- PAUL WHITLOCK COBB (1955), B.S.
Instructor in Physical Education; Coach of Tennis; Assistant Coach of Basketball Carolee Apartments
- ROBERT LEE CHAMBERS (1933), B.S. in Ed.
Coach of Varsity Track; Head Trainer 2311 Prince Street
- ROBERT CALVIN COX (1942), M.A.
Assistant Professor of Physical Education; Assistant Coach of Football; Coach of Varsity Tennis 1826 Guess Road

* Absent on sabbatical leave, 1955-56.

† Resigned, August 31, 1955.

OTHER OFFICERS

49

- ANTHONY CHARLES DRAGO, B.S. in P.E. 1305 Carroll Street
Instructor in Physical Education; Assistant Coach of Basketball
- CARMEN M. FALCONE (1946), M.A.
Assistant Professor of Physical Education; Coach of Varsity Wrestling; Assistant in Football University Apartments
- ELLIS P. HAGLER (1936)
Coach of Varsity Golf; Assistant Coach of Football 220 Forest Wood Drive
- FRANCIS PARKS HARRISON (1947), Ph.D.
Assistant Professor of Physical Education; Assistant Coach of Wrestling 2722 Circle Drive
- CARL CLIFTON JAMES (1954), A.B.
Assistant to the Athletic Director 911 Lambeth Circle, Poplar Apartments
- HUBERT MURRY LEWIS (1937), B.S.
Business Manager of Athletics Pickett Road
- ROBERT JOHN MONTFORT (1940), B.A.
Assistant Professor of Physical Education; Assistant Trainer 3300 Cole Mill Road
- WILLIAM D. MURRAY (1951), A.B.
Head Coach of Football 2106 Myrtle Drive
- THOMAS J. O'BOYLE (1951), B.E. in P.E.
Assistant Coach of Football 233 Forest Wood Drive
- CLARENCE MCKAY PARKER (1947)
Assistant Coach of Football, and Coach of Baseball Westover Park Apartments
- WALTER SCOTT PERSONS (1930), A.B.
Assistant Professor of Physical Education; Coach of Swimming; Coach of Lacrosse 612 Swift Avenue
- MARTIN T. PIERSON (1951), M.C.E.
Assistant Coach of Football 959 Lambeth Circle, Poplar Apartments
- *RAYMOND STEPHEN SORENSEN (1952), M.S. in P.E.
Instructor in Physical Education; Coach of Gymnastics 1009 Sycamore Street

HOUSE COUNSELORS

- WINIFRED FELLERS, A.M.
Counselor, Alsbaugh House Alsbaugh House
- MARGARET FLORY, A.B.
Counselor, Southgate Hall Southgate Hall
- LILLIAN A. LEE, A.B.
Counselor, Pegram House Pegram House
- BETTY MORROW, A.M.
Counselor, Aycock House Aycock House
- *CONSTANCE F. PARVEY, A.B.
Counselor, Aycock House Aycock House
- ALICE M. PHELPS, A.M.
Counselor, Brown House Brown House
- MARY ROWLAND ROBINSON, A.B.
Counselor, Jarvis House Jarvis House
- MAXINE JOURDAN WESTPHAL, A.M.
Counselor, Bassett House Bassett House
- MRS. OLIVE WRIGHT, A.M.
Counselor, Giles House Giles House

* Resigned, August 31, 1955.

DUKE UNIVERSITY

FOOD SERVICES

JAMES O. COX, JR. <i>Personnel Supervisor, the Dining Halls, Men's Colleges</i>	1209 Dwire Place
MARJORIE KNAPP, B.S. <i>Food Supervisor, the Dining Halls, Men's Colleges</i>	1024 Minerva Avenue
RUBY MORGAN SHERIDAN, B.S. <i>Service Supervisor, the Dining Halls, Men's Colleges</i>	2703 Legion Avenue
MARTHA JUNE WILLETT <i>Cafeteria Supervisor, the Dining Halls, Men's Colleges</i>	802 Louise Circle Poplar Apartments
*DIANE MARTIN COX, B.S. <i>Cafeteria Supervisor, the Dining Halls, Men's Colleges</i>	209 West Franklin Street Chapel Hill, N. C.
MARVIN G. JOHNSON <i>Personnel Supervisor, the Dining Halls, Woman's College</i>	1304 N. Duke Street
MARTHA ANN MYER, B.S. <i>Assistant Manager, the Dining Halls, Woman's College</i>	921 Lambeth Circle Poplar Apartments
MRS. MAE BENNETT <i>Cafeteria Supervisor, the Dining Halls, Men's Colleges</i>	818 Third Street
MRS. MATTIE WADE HUTCHESON <i>Manager, the Dining Hall, Southgate Hall</i>	Southgate Hall
SALLY RUDY, B.S. <i>Assistant Manager, the Dining Halls, Men's Graduate Center</i>	1107 Gregson Street
*RALPH J. WATKINS, B.S. <i>Assistant Manager, the Dining Halls, Men's Graduate Center</i>	2106 Woodland Drive

THE UNIVERSITY STORES

WILLIAM T. BLALOCK <i>Manager, Hospital Store</i>	3515 East Oak Drive
LEON S. BROOKS <i>Manager, Woman's College Store</i>	904 Arnette Avenue
EARL W. WILSON, A.B. <i>Manager, University Bookstore</i>	1705 Ruffin Street

The University Libraries

BENJAMIN E. POWELL, Ph.D. <i>Librarian</i>	3609 Hathaway Road, Hope Valley
JOHN P. WAGGONER, JR., B.D., B.S. in L.S. <i>Assistant Librarian</i>	1017 Lakewood Avenue

UNIVERSITY LIBRARY

MRS. F. EVELYN BATTLE <i>Assistant, Circulation</i>	819 Third Street
MRS. ELIZA K. BLACKMON, B.A. <i>Assistant, Serials</i>	2321 Erwin Road
FLORENCE E. BLAKELY, B.A., B.S. in L.S. <i>Reference Librarian</i>	1004 West Trinity Avenue
LENA COVINGTON, A.B., A.B. in L.S. <i>Head, Subject Cataloging</i>	403 Watts Street

* Resigned, June 15, 1955.

MARY ELLEN DARST, B.S., B.S. in L.S. <i>Bibliographer</i>	1206 West Markham Avenue
MILDRED G. EMMONS, B.A., M.A. <i>Serials Cataloger</i>	1004 West Trinity Avenue
ESTHER EVANS, A.B., B.S. <i>Subject Cataloger</i>	708 Louise Circle
JANET FLORY, B.A., B.S. in L.S., M.A. <i>Descriptive Cataloger</i>	916 Second Street
EMERSON FORD, B.D. <i>Assistant, Circulation</i>	308 Holloway Street
MRS. AIDA HABIB <i>Assistant, Circulation</i>	1024 Monmouth Avenue
MRS. JOAN HAMBLETON, A.B. <i>Librarian, Graduate Reading Room</i>	2701½ Legion Avenue
MRS. ELIZABETH HARRISON, A.B. <i>Assistant, Manuscripts</i>	2722 Circle Drive
EDWIN J. HIX, B.A., A.B. in L.S. <i>Newspaper and Film Librarian</i>	1915 Bivins Street
MRS. PATRICIA HIX, A.B. <i>Assistant, Order</i>	331 Clark Street
CHARLES C. HOPKINS, JR., A.B., B.S. in L.S. <i>Subject Cataloger</i>	Manns Chapel Road, Chapel Hill, N. C.
MRS. BERTHA JONES, B.S., B.S. in L.S. <i>Subject Cataloger</i>	1811 West Pettigrew Street
R. MIRIAM JONES, A.B., M.L. <i>Reference Librarian</i>	1014 Broad Street
DOROTHY F. KIRKLAND, A.B., A.B. in L.S. <i>Descriptive Cataloger</i>	2316 Englewood Avenue
WILHELMINA LEMAN, A.B., A.B. in L.S. <i>Documents Librarian</i>	2714 Shenandoah Avenue
MRS. EDITH LODGE, A.B. <i>Assistant, Periodicals</i>	804 Third Street
JAY LUVAAS, M.A. <i>Director, George Washington Flowers Collection</i>	Box 22, Cornwallis Road
GERTRUDE MERRITT, A.B. <i>Chief, Technical Processing</i>	1028 Monmouth Avenue
H. FLEMING MONTGOMERY, B.A., M.A. in L.S. <i>Serials Cataloguer</i>	886 Louise Circle
MRS. AMANDA MORRIS <i>Assistant, Newspapers and Films</i>	802 Louise Circle
EDWARD J. MYERS <i>Subject Cataloger</i>	102 Forest Wood Drive
HELEN E. OYLER, A.B., B.S. in L.S. <i>Head, Serials Section</i>	115 Higbee Street
WIXIE E. PARKER, A.B., B.S. in L.S. <i>Periodicals Librarian</i>	Powe Apartments
MRS. UTE PARTAIN, A.B. <i>Assistant, Circulation</i>	Campus Apartments Elf and Erwin Roads
MRS. OLGA M. PERLZWEIG, Ph.D. <i>Bibliographer</i>	407 Swift Avenue

MRS. CATHARINE J. PIERCE, M.S. <i>Head, Reference Department</i>	222 Morris Street
MARY E. PLOWDEN, A.B., A.B. in L.S. <i>Head, Order Section</i>	12 Alastair Court, Swift Avenue
MRS. MARIE PRICE <i>Assistant, Rare Books</i>	612-3 North Gregson Street
MRS. MARGARET QUANCE <i>Assistant in Charge of Binding</i>	810 Burch Avenue
MRS. MARIAN REEVES, A.B. <i>Librarian, Undergraduate Reading Room</i>	904 Second Street
HONORA L. ROSE <i>Assistant, Order</i>	108 West Geer Street
MATTIE RUSSELL, M.A. <i>Curator of Manuscripts</i>	2209 Woodrow Street
MARY OPAL SHUFORD, A.B., A.B. in L.S. <i>Descriptive Cataloger</i>	805 Sixth Street
THOMAS M. SIMKINS, JR., M.A. <i>Curator of Rare Books</i>	614 North Gregson Street
MRS. BARBARA SPANN, A.B., M.R.E. <i>Bibliographer</i>	1019 West Markham Avenue
SHIRLEY STEVENS <i>Assistant, Documents</i>	708 Louise Circle
ELVIN STROWD, AB., B.S. in L.S., M.A. <i>Head, Circulation Department</i>	3528 Worthen Street
JANE STURGESON, A.B., B.S. in L.S. <i>Head, Descriptive Cataloguing Section</i>	115 Higbee Street
ISAWO TANAKA, M.A., B.D. <i>General Assistant</i>	2511 Chapel Hill Road
FRANCES THACKSTON, A.B. <i>Descriptive Cataloger</i>	310 Bon Air Avenue
MRS. MARGARET THOMSON, D.H. <i>Assistant, Circulation</i>	2243 Cranford Road
MRS. ERMA P. WHITTINGTON, A.B., B.S. in L.S. <i>Subject Cataloger</i>	2011 James Street
MRS. VIRGINIA WILLIAMS <i>Assistant, Serials</i>	402½ South Driver Avenue

WOMAN'S COLLEGE LIBRARY

EVELYN J. HARRISON, A.B., B.S. in L.S. <i>Librarian</i>	403 Watts Street
MRS. FLORENCE FARMER, A.B. <i>Assistant, Circulation</i>	619 West Markham Avenue
MRS. SPEARS HICKS, A.B., B.S. in L.S. <i>Reference Librarian</i>	121 West Seeman Street
FLORINE LEWTER, A.B., A.B. in L.S. <i>Periodicals Librarian</i>	1512 North Duke Street
MRS. MARGARET NEUHAUS, A.B. <i>Assistant, Circulation</i>	1009 Sixth Street
MARGARET S. TILLET, A.B., A.B. in L.S. <i>Circulation Librarian</i>	1405 North Mangum Street

DIVINITY SCHOOL LIBRARY

DONN MICHAEL FARRIS, B.D., M.S. in L.S.

Librarian

1018 Buchanan Boulevard

DORALYN HICKEY, M.A.

Assistant Librarian

1014 Broad Street

LAW SCHOOL LIBRARY

MARIANNA LONG, A.B., B.S. in L.S.

Librarian

403 Watts Street

MADELINE COPELAND, A.B., A.B. in L.S.

Cataloger

1018 Monmouth Avenue

KATHARINE DAY, B.S.

Assistant Librarian

512 Watts Street

MRS. ANNIE C. WALKER

Circulation Supervisor

2014 Wilson Street

MRS. SUSIE WOODALL

Assistant, Cataloging

Powe Apartments, Watts Street

MEDICAL SCHOOL LIBRARY

JUDITH FARRAR, A.B., B.S.

Librarian

117 Faculty Apartments

MRS. MILDRED PERKINS FARRAR, A.B.

Assistant Librarian

117 Faculty Apartments

BIOLOGY-FOREST LIBRARY

MRS. EDWINA JOHNSON, B.S., B.S. in L.S.

Librarian

852 Louise Circle

COLLEGE OF ENGINEERING LIBRARY

MRS. ETHEL LONG KALE

Librarian

3325 Chapel Hill Road

CHEMISTRY LIBRARY

MRS. MARY GAYLOR

Librarian

1120 Eighth Street

PHYSICS-MATHEMATICS LIBRARY

MRS. MARY COX, B.A.

Librarian

1826 Guess Road

MRS. EDWINA JOHNSON, B.S., B.S. in L.S.

Supervisor

852 Louise Circle



The Woman's College Auditorium

(from an etching by Louis Orr)

The Woman's College Auditorium, which encloses the north end of East, or the Woman's College, Campus, typifies the serene Georgian architecture amid which women students of the University live and work. The Woman's College campus is complete within itself, offering to its students the combined advantages of a small and intimate college which shares in the invigorating atmosphere of a larger and more cosmopolitan University.

Admission to the Colleges



CANDIDATES may qualify for admission as members of the freshman class or as students with advanced standing. Since the enrollment is limited, the Committee on Admissions selects students who, in its judgment, are best qualified to benefit from the educational advantages which the colleges offer. The Committee bases its decision on the academic record of the candidate, on test scores, and on satisfactory evidence of good character and general fitness for college life at Duke. A visit to the campus for a personal interview with an officer of the University is of material benefit to the candidate and the Committee.

ADMISSION TO THE FRESHMAN CLASS: A candidate for admission to the freshman class must present at least fifteen acceptable units of secondary school credit.

For admission to Trinity College and the Woman's College twelve of the fifteen units must be in English, foreign language, history* and social studies, mathematics, and science. They must include three units in English, one unit in algebra, and one unit in plane geometry. The three remaining units are elective and may be selected from those subjects for which the school allows credit toward graduation; but it is recommended that they also be selected from the five subject fields listed above.

For admission to the College of Engineering seven of the fifteen units must be in English (3 units), chemistry or physics (1 unit), algebra (2 units), and plane geometry (1 unit). The remaining eight units are elective. At least five of them must be in English, foreign language, history and social studies, mathematics, and science. It is recommended that these five units be chosen from the following list:

English (in addition to the required 3 units).....	1 unit
Algebra (in addition to the required 2 units)	1/2 to 1 1/2 units
Trigonometry	1/2 unit
Solid Geometry	1/2 unit
Biology or chemistry or physics (in addition to the required unit) ..	1 to 3 units
Foreign language	1 to 4 units
†History and social studies.....	1 to 4 units

The three additional units needed to make the total of fifteen may be selected from those subjects for which the school allows credit

* Candidates who do not present two acceptable units of history must take history in college.

† Engineering candidates who do not present at least one acceptable unit of history must take history in college.

toward graduation; but it is recommended that they also be chosen from the above list.

A graduate of an accredited secondary school who submits fifteen acceptable units of credit, who is recommended by his school principal, and who in all other respects meets the requirements of the Committee on Admissions may be admitted without examination. A candidate whose graduation is from a non-accredited school or about whom there may arise any other question as to qualification for admission may be required to take entrance examinations or such other tests as the Committee on Admissions may prescribe.

It is recommended that all candidates for admission to the freshman class take the Scholastic Aptitude Test of the College Entrance Examination Board or a similar program of tests administered on the Duke campus by the Duke University Bureau of Testing and Guidance. Details of the procedure to be followed in applying for either of these testing programs will be sent to each candidate for admission.

ADMISSION TO ADVANCED STANDING: A candidate for admission to advanced standing must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official transcripts of all work completed in other institutions, and must have an honorable dismissal from each institution previously attended. Advanced standing candidates who have previously taken the Scholastic Aptitude Test of the College Entrance Examination Board should request the Board to send a report of their test scores to the Director of Admissions. All others are advised to take the Scholastic Aptitude Test or the program of tests administered by the Duke University Bureau of Testing and Guidance, as recommended for freshman candidates.

Credit for work completed at other institutions will be determined in relation to the curriculum requirements of the college in which the student enrolls at Duke.

A student who transfers with advanced standing to Trinity College or the Woman's College from a junior college or from a four-year college not affiliated with a regional accrediting association must continue, for at least one semester in Trinity College or in the Woman's College, the foreign language he or she presents for minimum graduation requirements. Credit for courses in science offered for advanced standing in any of the undergraduate colleges by a transfer from a junior college or a non-affiliated four-year college will be determined by the departments concerned.

Transfer credits are tentatively evaluated pending the completion of two semesters of work in residence. To validate provisional credits the student must earn at least an average of C in a normal load of work. Transfer credit, in which grades of C or above have been earned, is rated at two quality points per semester hour when validated.

Courses in which grades of less than C have been earned are not acceptable for transfer credit.

The maximum amount of credit acceptable from a junior college is 60 semester hours, exclusive of physical education. No credit is given for work completed by correspondence, and credit for no more than six semester hours is allowed for extension courses. Any extension work accepted must be specifically approved by the dean of the college to which the student seeks admission.

ADMISSION OF SPECIAL STUDENTS: Upon the approval of the dean, students of mature age may be admitted for special work in such courses of instruction as they are qualified to take. They may not be admitted as candidates for a degree in a regular course unless they meet all normal requirements for admission.

ADMISSION PROCEDURE: Application for admission should be made to the Registrar, Duke University, Durham, North Carolina. Application forms and instructions will be sent to the candidate. It is the responsibility of the candidate to see that these forms are properly executed and, together with other requested material, sent promptly to the Office of Admissions.

Application prior to the final year of the secondary school course is not required. Formal steps looking toward admission should be initiated, however, early in the senior year and not later than February 1. Candidates for admission are requested to file all credentials by March 1. Candidates for admission to the Woman's College normally will receive notification of the decision of the Committee on Admissions between April 15 and May 1. Candidates for admission to Trinity College and the College of Engineering will be notified as decisions are made.

READMISSION OF FORMER STUDENTS: A student who, following withdrawal from college, desires to return should apply to the Registrar. When applying for readmission the student should make a detailed statement of his or her activities since leaving Duke University.

Financial Information and Living Accommodations



FEES paid by the students cover only a part of the cost of their instruction and of the operations of the University. Income from endowment and contributions from the alumni, alumnae, and other public-spirited men and women meet the balance, which constitutes more than half the total cost.

Fees

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. A room reservation deposit of \$25.00 is also required. After a room is reserved, the deposit will not be refunded to accepted applicants who fail to enter the University. A tuition fee of \$225.00 and a general fee of \$75.00 are payable at the beginning of each semester. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc. Special fees for instruction in Applied Music are listed on page 111.

An advance deposit of \$25.00 is required of all students in residence at the time of spring registration in order to reserve a place in classes for the fall semester. This is applied toward payment of the general fee at the opening of the fall semester. The deposit will be refunded to students whom the University does not permit to return. Students who of their own volition fail to return are not entitled to a refund.

An advance deposit of \$25.00 is also required of old students who have been out of school for one or more semesters and have been accepted for readmission. It is applied toward payment of the general fee for the semester of readmission. The advance deposit is paid at the time of notification of acceptance and is not refundable.

An Air Force ROTC deposit of \$20.00 is required of students enrolling in Air Science to cover possible loss of military equipment issued to them. This deposit is refunded to the student upon return of issued equipment.

Refunds of tuition and other fees are made to students who withdraw within fourteen days after the beginning of the semester, with the exception of the advance deposits listed above. On and after the fifteenth day no refunds of fees are made. Stipulations governing the refunding of the \$25.00 room deposit are explained in the sections on Living Accommodations.

Students who register during the regular academic year for no more than two courses with a maximum credit of 8 semester hours are classified as special students. They are charged a registration fee of \$5.00 for each course, and \$15.00 for each semester hour of course credit. Students taking nine or more hours are charged full fees.

Auditors are permitted to attend classes provided they secure the consent of the instructor. They submit no daily work, take no examinations, and receive no credit. Students taking a full program and paying full fees may audit one or more courses without charge. Students not paying full fees are charged \$10.00 for each course each semester.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's Office reports an unpaid account.

Students may have their bills sent to parents or guardians provided the Treasurer has been notified in writing with sufficient antecedence. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until his account is settled in full; subsequent withdrawal does not entitle him to a refund. No student is considered by the Faculty as a candidate for graduation until he has settled with the Treasurer for all his indebtedness to the University. A student who has not settled all his bills with the Treasurer is not allowed to stand the final examinations of the academic year.

Estimated Expenses for an Academic Year

Incidental expenses depend upon the tastes and habits of the individual, but the estimated necessary expenses for an academic year are as follows:

	<i>Low</i>	<i>Moderate</i>	<i>Liberal</i>
Tuition	\$ 450.00	\$ 450.00	\$ 450.00
General Fee	150.00	150.00	150.00
Room Rent	175.00	175.00	225.00
Board	425.00	475.00	525.00
Laundry	30.00	40.00	50.00
Books	30.00	40.00	50.00
	<u>\$1260.00</u>	<u>\$1330.00</u>	<u>\$1450.00</u>

The actual fees and expenses necessary for one year in residence as a student in Trinity College or the College of Engineering can be met with \$1260.00.

Student Aid

Duke University is interested in students with ability and ambition. It is the aim of the University Scholarship Committee and others affiliated with the Student Aid Program to provide, insofar as possible, the financial assistance required by worthy students. This assistance takes various forms. The actual cost to the University for each student

is more than twice the amount received from the student. The deficit is paid out of contributions and income from endowment. Scholarships and prizes enable students with inadequate resources to reduce the amount payable to the University. Loans are made available, and through the Student Employment Offices part-time jobs are arranged. Through the Student Aid Program an earnest effort is made to eliminate the economic status of the student as a criterion for admission.

Scholarships

Scholarships intended to aid needy and deserving students have been established from time to time by persons deeply interested both in Duke University and in the members of its student body. Scholarship endowments are held in trust and are kept separate from other holdings of the University. All income is applied in accordance with the terms of the gift or bequest.

Scholarships are awarded annually by a committee of the Faculty appointed by the President of the University. In some cases donors have specified certain limitations and conditions, but in all cases final award is made by the University Scholarship Committee.

Candidates for competitive scholarship prizes should initiate applications during the fall semester of the senior year of study in secondary school. Instructions concerning the specific requirements and deadline dates will accompany the application materials sent to applicants for these awards.

Candidates for remissions of tuition and scholarship grants should submit applications by April 15 of the year prior to the academic year in which assistance is sought.

All applications for scholarship prizes, scholarship grants, Industry scholarships or remissions of tuition should be addressed to the Registrar, Duke University, Durham, North Carolina.

SCHOLARSHIP PRIZES: Certain scholarships are awarded annually to encourage as students young men and women who give outstanding promise of becoming leaders in their chosen fields of endeavor. Recipients of these awards are, in general, students whose superior intellect and excellence as scholars and leaders mark them as individuals who have the ability to influence and direct the course of affairs.

In considering applications for Scholarship Prizes, no weight is given by the Scholarship Committee to the financial situation of the candidate. The awards are based upon the proven merit of the individual rather than his need for financial assistance.

Thirteen Angier B. Duke Memorial Prizes of \$1,000.00 each are awarded annually to six men and three women who are residents of North Carolina, two men who are residents of South Carolina, and two men, residents of North or South Carolina, who are winners of at-large

competitions. Any resident of the State of North Carolina or male resident of South Carolina who meets the stated requirements is eligible to apply regardless of where he or she prepares for college.

Six Duke University Regional Scholarships of \$1,000.00 each are awarded annually to male residents of designated regions listed below. Any qualified resident of a designated region will be eligible to apply regardless of where he prepares for college.

Region I: The District of Columbia; Albemarle, Clarke, Culpeper, Fairfax, Fauquier, Frederick, Greene, Highland, King George, Loudoun, Madison, Orange, Page, Prince William, Rappahannock, Rockingham, Shenandoah, Spotsylvania, Stafford, Warren, Westmoreland counties and the city of Alexandria in Virginia; Montgomery and Prince Georges counties in Maryland.

Region II: The state of Virginia excluding those counties comprising a part of Region I.

Region III: The state of Florida.

Region IV: The state of Georgia.

Region V: The state of Tennessee.

Region VI: The state of West Virginia.

Six Duke University National Scholarships of \$1,000.00 each are awarded annually to entering freshmen; three awards are made to men and three to women. Any qualified applicant for admission to the freshman class of Trinity College, the College of Engineering, or the Woman's College will be eligible to apply regardless of where preparation for College is completed.

Scholarship Prizes are awarded for one year and are renewable from year to year for a maximum duration of four years, on the condition that the holder maintain a scholastic average in the upper quartile of his or her class and further that he or she show evidence of developing the qualities of leadership which served as the basis for the original award.

Candidates for Angier B. Duke Memorial Prizes, Duke University Regional Scholarships, and Duke University National Scholarships must be eligible for admission to the freshman class of Trinity College, the College of Engineering, or the Woman's College in the ensuing academic year. A candidate must have attained scholastic standing in the highest quartile of his or her class as of the closing date of his or her most recently completed semester at the time of application.

A number of scholarship prizes are awarded annually to graduates of junior colleges transferring to Duke University. Only those students who come from junior colleges which are fully accredited by their regional association will be considered. All candidates must have maintained a minimum of a "B" average in the junior college program and must be able to complete their work for a baccalaureate

degree at Duke University in two academic years. These awards will range in value from \$250.00 to \$1,000.00 annually depending on the financial need of the recipient.

Fifteen honorary tuition scholarships are awarded annually to undergraduates in residence. Five are awarded to members of the sophomore class, five to members of the junior class, and five to members of the senior class on the basis of the scholastic work of the preceding year.

INDUSTRY SCHOLARSHIPS: A number of scholarship awards financed by private corporations are available annually to undergraduate students at Duke University. The selection of the recipients of these awards is made by the University Scholarship Committee. These scholarships are assigned to students whose records of scholarship and leadership are outstanding and whose financial need can be demonstrated.

AWARDS AVAILABLE ANNUALLY TO ENTERING FRESHMEN: Union Carbide Research Scholarships (two awards). These awards are intended for students who have an interest in a career in research in industry following the completion of a program of graduate study. The awards cover tuition and fees, and provide a stipend for books and school supplies for a total which at Duke approximates \$750.00 annually. The awards are renewable for each of the years of undergraduate study.

General Motors Scholarship (one award). This award may be made to any entering freshman regardless of his or her chosen field of study. The annual stipend may range from \$200.00 to \$2,000.00 per year. The award is renewable for each of the years of undergraduate study.

Procter & Gamble Scholarship (one award). This award is intended for a student in the field of liberal arts. The award covers tuition and fees, and provides a stipend for books and school supplies for a total which at Duke approximates \$750.00 annually. The award is renewable for each of the years of undergraduate study.

OTHER INDUSTRY AWARDS:

<i>Sponsoring Corporation</i>	<i>Value</i>	<i>Restrictions</i>
Carbide and Carbon Chemicals Co.....	\$800	Senior, Mechanical Engineering
Westinghouse-Electric Corporation.....	500	Senior, Electrical or Mechanical Engineering
American Viscose Corporation.....	500	Junior or Senior, Mechanical Engineering
Peat, Marwick, Mitchell Co.....	600	Senior, Accounting
General Electric Company.....	500	Senior, Business Administration or Accounting

REMISSIONS OF TUITION: Certain students attending Duke University are entitled to a remission of the tuition charge. Students in one of the privileged groups listed below are entitled to a maximum of eight semesters of free tuition at the undergraduate level. Each Summer Session in which work is taken and each semester spent in another institution will be counted as one of the eight allowable semesters. Only those students enrolled in the regular undergraduate program leading to a baccalaureate degree from Duke University are entitled to a remission of the tuition charge.

The purpose of the remission program is to assist the students in these categories to obtain a baccalaureate degree. It is assumed, therefore, that these students will make normal progress toward graduation. Failure to do so does not entitle a student to consideration for more than the allowable eight semesters.

All students entitled to a remission of tuition must apply to the Executive Secretary of the Scholarship Committee for this consideration. Students failing to receive remission for any part of their period of undergraduate study are not entitled to retroactive consideration.

GROUP I: All students preparing to enter full-time religious work in a denomination maintaining a paid ministry are entitled to remission. Pre-Ministerial students are required to sign a note in the amount of their tuition at the beginning of each semester. The notes of all students from this group entering the ministry will be cancelled and returned to them. The notes of all students from this group failing to enter the ministry become due and payable with interest.

GROUP II: Children of ministers who are members of the North Carolina and Western North Carolina Conferences of the Methodist Church are entitled to remission as are the children of ministers of all faiths residing in Durham County, North Carolina. This consideration is given only to the children of resident members of the two North Carolina conferences who are giving their full time to religious work.

GROUP III: Remissions are given to the children, stepchildren, and adopted children of all staff members of Duke University in the following categories: (A) Staff members of the University listed in the catalog as "Officers of the University" who are employed on a full-time basis. (B) "Officers Emeriti." (C) Any deceased staff member of the University listed in the catalog as an "Officer of the University" employed on a full-time basis at the time of his or her death. (D) Deceased "Officers Emeriti."

ATHLETIC AWARDS: Duke University believes that a program of inter-collegiate athletics is a proper and desirable part of university life. Therefore, a limited number of Athletic Awards are available for students participating in football and basketball. Only a part of the students on the team squads, however, hold awards. There are no

athletic awards for participants in track, swimming, lacrosse, cross country, baseball, golf, tennis, soccer, wrestling, and gymnastics.

The Athletic Award covers only those items which are approved under the rules of the Atlantic Coast Conference and National Collegiate Athletic Association in which Duke University holds membership.

SCHOLARSHIP GRANTS: Although sufficient funds are not available to assist all applicants who present requests for aid, a substantial number of Scholarship Grants are made each year to able students who need financial assistance in order to meet the cost of attending college. Any candidate for admission, therefore, who considers himself or herself to be in such need is eligible to apply for a Scholarship Grant.

Applicants for Scholarship Grants will be required to submit a detailed statement of financial resources.

The following scholarship funds are available to undergraduates who apply for scholarship grants.

FRED SOULE ALDRIDGE SCHOLARSHIP FUND

Established December 1947 by gift of Fred S. Aldridge, '98, and Mrs. Fred Aldridge and supplemented by annual contributions from the Durham County Alumni; the income to be used for scholarship aid, preference to be given to young men from Durham County.

GEORGE G. ALLEN SCHOLARSHIP FUND

Established July 1947 by gift of George G. Allen; the income to be used for scholarship aid to deserving boys and girls from Warren County, N. C., and, under certain conditions, to other worthy students.

ALUMNAE SCHOLARSHIP FUND

Established May 1940 by the Alumnae Association, in connection with the celebration of the Centennial of Duke University; the income to be used for scholarship aid to young women students of the Woman's College.

ALUMNI MEMORIAL SCHOLARSHIP FUND

Established December 1943 by several donors in memory of alumni of Duke University who lost their lives during World War II; the income to be used for scholarship aid to worthy students.

ATLANTA ALUMNI SCHOLARSHIP FUND

Established May 1941 by gifts of members of the Alumni Association of Atlanta, Ga.; the income to be used for scholarship aid to worthy students.

ALICE M. BALDWIN SCHOLARSHIP FUND

Established June 1945 and supplemented from time to time by gifts from students and alumnae in honor of Alice M. Baldwin, Dean of the Woman's College, 1923-1947; also supplemented by a gift from the Class of 1951 of the Woman's College in memory of Berenice Lipscomb and Betsy Thorup; to be used for scholarship aid to undergraduate students in the Woman's College.

BANKS-BRADSHAW SCHOLARSHIP FUND

Established 1913 by gift of W. L. Banks and Mike Bradshaw, '78; the income to be used for scholarship aid to worthy students.

HERBERT J. BASS SCHOLARSHIP

Established 1900 by gift of Mr. and Mrs. Herbert J. Bass of Durham, N. C., in memory of their son, Herbert J. Bass, Jr.; the income to be used for scholarship aid to worthy students.

ROBERT SPENCER BELL PRIZE

Established in 1942 by James A. Bell, '86, in memory of his son Robert Spencer Bell; the income to be used for scholarships to a North Carolina student in each of the Freshman, Sophomore, and Junior Classes enrolled in Trinity College or the College of Engineering.

EDGAR S. BOWLING SCHOLARSHIP FUND

Established 1928 by gift of Edgar S. Bowling, '99, in memory of his sister, Mrs. Maye Bowling Bennett, '12; the income to be used for scholarship aid, preference to be given to boys and girls from Durham and adjoining counties.

FRANKLIN BROWN FAMILY SCHOLARSHIP FUND

Established 1954 by a gift from Mr. and Mrs. W. Franklin Brown; the income to be used for scholarship aid to worthy undergraduate students.

ELIZABETH CROWELL CARNES FOUNDATION

Established January 1948 by bequest of Elizabeth Crowell Carnes, in memory of her parents, Jonas William Crowell and Virginia Vick Crowell; the income to be used for scholarship aid for young men and women of Duke University.

CENTENNIAL SCHOLARSHIP FUND

Established 1939 by gifts from several donors in connection with the Centennial celebration of Duke University; the income to be used for scholarship aid to worthy students.

CHRISTIAN EDUCATION SCHOLARSHIP FUND

Established by various contributions designated for scholarships in the Christian Education Movement; includes contributions from Julian S. Carr, Mrs. Annie A. Foushee, C. T. Johnson, H. E. Myers, the Pegram Family, W. P. Suggs, E. T. White, Mr. and Mrs. J. C. Braswell and Mrs. R. C. Bruton, in memory of Alexander Walker; the Alumni of Harnett County, and others; the income to be used for scholarship aid to worthy students.

CLASS OF 1906 SCHOLARSHIP FUND

Established July 1937 by gifts from several members of the Class of 1906; the income to be used for scholarship aid to worthy students.

CLASS OF 1912 SCHOLARSHIP FUND

Established by gifts from several members of the Class of 1912; the income to be used for scholarships to worthy students.

CLASS OF 1914 SCHOLARSHIP FUND

Established December 1938 during the Centennial celebration of Duke University, by various members of the class; the income to be used for scholarship aid to worthy students, preference to be shown to descendants of the members of the Class of 1914.

CLASS OF 1918 SCHOLARSHIP FUND

Established by gifts from several members of the Class of 1918; the income to be used for scholarship aid to worthy students.

E. M. COLE FOUNDATION

Established 1920 by E. M. Cole, Charlotte, N. C.; the income to be used for scholarships for the benefit of undergraduate students preparing for the ministry.

ROBERT B. COX SCHOLARSHIP FUND

Established 1949 by gift of Robert L. Wolf and supplemented from time to time by other gifts; the income to be used for scholarship aid to undergraduate men.

WILL L. CUNINGGIM SCHOLARSHIP

Established 1934 by bequest of Mrs. W. L. Cuninggim, and supplemented by bequest of Mrs. Albert Bourne, in memory of Reverend Will L. Cuninggim; the income to be used for scholarship aid, preference to be given to graduates of the Methodist Orphanage, Raleigh, N. C.

ROSE M. DAVIS SCHOLARSHIP FUND

Established 1941 by Dr. Rose M. Davis; the income to be used for scholarship aid.

JERE R. DOWNING SCHOLARSHIP FUND

Established 1936 by Mrs. Alice M. Downing and her son, J. Robert Downing, '35, as a memorial to their husband and father, Jere R. Downing of Kennebunk, Me.; the income to be used for scholarship aid, preference to be given to students from New England.

B. N. DUKE SCHOLARSHIP FUND

Established 1939 by bequest of Sarah P. Duke in memory of her husband, Benjamin N. Duke; comprised of one-half of the income earned by the bequest of Sarah P. Duke to the B. N. Duke Endowment Fund; to be used for scholarship aid to worthy and needy students of Duke University.

DUKE UNIVERSITY SUNDRY SCHOLARSHIPS

Gifts by miscellaneous donors for current use as scholarships.

EDGERTON SCHOLARSHIP FUND

Established January 1953 by Mr. N. E. Edgerton, '21, through the Duke University Development Campaign; the income to be used for scholarship aid to worthy students, preference to be given to students from Wake County, North Carolina.

ENGINEERING SCHOLARSHIP FUND

Established by gifts of various persons; to be used for scholarship aid to engineering students.

WILLIAM P. FEW MEMORIAL SCHOLARSHIP

Established 1942 by gifts from various persons; to be used for scholarship aid to worthy students.

ARTHUR ELLIS FLOWERS SCHOLARSHIP

Established 1901 by Col. and Mrs. George W. Flowers, in memory of their son, Arthur Ellis Flowers; the income to be used for scholarship aid to worthy students.

GEORGE W. FLOWERS SCHOLARSHIP FUND

Established June 1927 by gift of Claude M. Flowers, '09, in memory of his father, Col. George W. Flowers, for many years a Trustee of Trinity College; the income to be used for scholarship aid to needy and worthy students.

ROBERT L. FLOWERS SCHOLARSHIP FUND

Established May 1939 by gift of R. L. Flowers; income to be used for scholarship aid to worthy students.

R. L. FLOWERS TRUST SCHOLARSHIP FUND

Established 1948 by bequest of Lily Parrish Flowers; the income to be used for scholarship aid for worthy students.

GENERAL UNIVERSITY SCHOLARSHIP FUND

Miscellaneous gifts from numerous persons; to be used currently for scholarship aid to worthy students.

GUILFORD COUNTY SCHOLARSHIP FUND

Established 1941 by miscellaneous gifts of several persons; the income to be used for scholarship aid to worthy students.

A. H. GWYN SCHOLARSHIP FUND

Established May 1941 by A. H. Gwyn, '18; the income to be used for scholarship aid to worthy students.

P. HUBER HANES SCHOLARSHIP FUND

Established 1939; consisting of $\frac{3}{5}$ of the income accruing annually to the P. Huber Hanes Fund; to be used for scholarship aid: one scholarship in the Divinity School; two scholarships to members of the families of alumni; and two general scholarships.

P. HUBER HANES, JR., SCHOLARSHIP FUND

Established 1939; consisting of $\frac{1}{5}$ of the income accruing annually to the P. Huber Hanes Fund; to be used for two scholarships for junior or senior students majoring in Business Administration.

J. WELCH HARRISS SCHOLARSHIP FUND

Established May 23, 1950 by gift of J. Welch Harriss, '28, and supplemented subsequently by additional gifts; the income to be used for scholarships to deserving young men from High Point, N. C., entering the Freshman Class of Trinity College.

B. D. HEATH SCHOLARSHIP FUND

Established 1903 by B. D. Heath; to be used for scholarship aid to worthy students from Union County, N. C.

HIGH POINT SCHOLARSHIP FUND

Established by gifts of members of the High Point Alumni Association, in connection with the celebration of the Centennial of Duke University; the income to be used for scholarship aid to students who are graduates of the High Point, N. C., High School.

JONES CHAIR OF ENGINEERING

Established 1951 by Edwin L. Jones, Sr., '12; Annabel Lambeth Jones, '12; Edwin L. Jones, Jr., '48; Lucille Finch Jones; and the J. A. Jones Construction Company in memory of James Addison Jones and Raymond A. Jones; the income to be used for a professorship and/or for scholarship aid to worthy and qualified students in the College of Engineering.

HUNTER JONES SCHOLARSHIP FUND

Established December 1947 by gift of Hunter Jones, '19, Durham, N. C.; the income therefrom to be used for scholarship aid to worthy students.

HENRY HARRISON JORDAN MEMORIAL SCHOLARSHIP FUND

Established December 1938 by gifts from George Way, B. Everett Jordan, '18, H. W. Jordan, Charles E. Jordan, '23, Mrs. H. C. Sprinkle, Jr., '24, and Frank B. Jordan, '27, in memory of their father, Reverend Henry Harrison Jordan, a member of the Western North Carolina Conference; the income to be used for scholarship aid to worthy students.

J. M. JUDD SCHOLARSHIP FUND

Established 1922 by J. M. Judd, '95, of Varina, N. C., with directions that the earnings be allowed to accumulate until such time as they are sufficient to provide a four-year tuition scholarship.

FRANK S. LAMBETH SCHOLARSHIP FUND

Established 1930 by bequest of Frank S. Lambeth, '80; the income to be used for scholarship aid to worthy students of Duke University.

D. M. LITAKER SCHOLARSHIP FUND

Established 1946 by gift of Charles H. Litaker, '28, in memory of his father, D. M. Litaker, '90, who for 47 years was an active minister in the Methodist Church; the income and, under certain conditions, a part of the corpus of the fund to be used for scholarship aid to undergraduate students, natives of the territory now embraced by the Western North Carolina Conference, who are preparing for the ministry.

MARY ELIZABETH DUKE LYON SCHOLARSHIP FUND

Established 1942 by Mary Washington Stagg, in memory of her mother, Mary Elizabeth Duke Lyon; the income to be used for scholarship aid to worthy students.

THE McALISTER SCHOLARSHIP FUND

Established December 1935 by Amelie McAlister Upshur in memory of her mother, Armatine Reynaud McAlister, and father, William Henry McAlister; the income to be used annually for a scholarship to one boy and one girl from each of the three states of North Carolina, South Carolina and Louisiana.

J. H. McCracken MEMORIAL SCHOLARSHIP FUND

Established 1947 by J. H. McCracken, '22, and contributions from members of the First Methodist Church of Henderson, N. C., in memory of Reverend J. H. McCracken, '92, for many years a member of the North Carolina Conference; income to be used for scholarship aid.

T. W. McCracken Scholarship Fund

Established 1945 by Thomas W. McCracken, '15; the income to be used for scholarship aid for worthy students.

The O. G. B. McMullan Scholarship Fund

Established 1913 by gift of O. G. B. McMullan of Elizabeth City, N. C.; the income to be used for scholarship aid to worthy students, preference to be given to residents of Perquimans and Pasquotank counties, N. C.

The Louise and C. K. Massey Scholarship Fund

Established 1953 by C. Knox Massey; to be used for scholarship aid to worthy students.

R. A. Mayer Scholarship Fund

Established 1939 by gift of R. A. Mayer, '96, in memory of his father, Minor C. Mayer, and mother, Sarah R. Mayer, in connection with the Centennial celebration of Duke University, and supplemented subsequently by additional gifts; the income to be used for scholarship aid to worthy students, preference to be given to students from Mecklenburg County, N. C.

W. H. Moore Scholarship Fund

Established 1920 in memory of W. H. Moore, '71, by his wife, Mrs. W. H. Moore, and daughters, Mrs. W. E. Steele, Miss Maude Moore, Mrs. T. L. Parsons, Mrs. J. H. Ihrie, and Mrs. J. LeGrand Everett; the income to be used for scholarship aid to worthy students.

Thomas R. Mullen, Jr., Scholarship Fund

Established April 5, 1949, by gift of T. R. Mullen in memory of his son; the income to be used for scholarship aid to worthy young men and women.

J. A. Odell Scholarship Fund

Established 1897 by gift of James A. Odell; the income to be used for scholarship aid to worthy students.

J. M. Odell Scholarship Fund

Established 1897 by gift of J. M. Odell; the income to be used for scholarship aid to worthy students.

W. R. Odell Scholarship Fund

Established 1940 by gifts from Fred C. Odell, '02, Mrs. Ralph M. Odell, Arthur G. Odell, '06, and others, in memory of William R. Odell, '75, for more than 50 years a member of the Board of Trustees of Duke University; the income to be used for scholarship aid to worthy students.

Henry A. Page Scholarship Fund

Established January 1942 by gift of Henry A. Page, Jr., '07, and Gertrude Wetherill Page, in memory of his father, Henry A. Page, for many years a member of the Board of Trustees of Duke University; the income to be used for scholarship aid to worthy students, preferably those preparing for the study of medicine.

Edward James Parrish Scholarship Fund

Established 1921 by Rosa Brown Parrish, in memory of her husband, Edward J. Parrish; the income to be used for scholarship aid to worthy students.

John T. Ring Scholarship Fund

Established 1919 by gift of S. G. Ring and family of Kernersville, N. C., in memory of John T. Ring, '16, who was killed in France during World War I; the income to be used for scholarship aid to worthy students.

T. V. Rochelle Scholarship Fund

Established 1945 by T. V. Rochelle, '14, High Point, N. C.; the income to be used for scholarship aid to a worthy and needy student who is a graduate of the High Point, N. C., High School.

Sandals Scholarship Fund

Established 1955 by contribution from Sandals, for the purpose of providing scholarship awards to rising sophomores in the Woman's College of Duke University.

JOSEPH H. SEPAK MEMORIAL SCHOLARSHIP FUND

Established 1950 by gifts from friends in memory of Joseph H. Separk, for many years a member of the Board of Trustees of Duke University; the income to be used for scholarship aid to worthy students, preference to be given to students from Gaston County, N. C.

J. RAYMOND SMITH SCHOLARSHIP FUND

Established 1939 by J. Raymond Smith, '17, Mt. Airy, N. C., in connection with the Centennial celebration of Duke University; the income to be used for scholarship aid to worthy students.

MARY ALYSE SMITH SCHOLARSHIP FUND

Established December 1946 by Mary Alyse Smith, '30, of Burlington, N. C., and her father, Marvin B. Smith, for scholarship aid to worthy North Carolina boys or girls.

WILLIS SMITH SCHOLARSHIP FUND

Established 1939 by Willis Smith, '10, and supplemented from time to time; the fund to be used for scholarship purposes.

THOMASVILLE SCHOLARSHIP FUND

Established 1940 by gifts of T. Austin Finch, '09, and J. Walter Lambeth, '16, by contributions made through the Centennial Fund; the income to be used for scholarship aid to worthy students.

MARY NEWBY TOMS SCHOLARSHIP FUND

Established 1906 by gift of Clinton W. Toms and supplemented from time to time by additional gifts; in May 1947, in connection with supplemental gifts to the Fund, it was established as a permanent endowment in memory of his wife, Mary Newby Toms; the income to be used for scholarship aid to worthy students, preference to be given to students from Durham and Perquimans counties, N. C.

HORACE TRUMBAUER MEMORIAL FUND

Established 1955 by contribution from Mrs. Helena S. Fennessy in memory of her father Horace Trumbauer. The income to be used for scholarship aid to worthy students, preference being given to students majoring in subjects which relate to the practice of Architecture.

UNDERGRADUATE SCHOLARSHIP FUND

Established 1950 to provide scholarship aid to deserving students in the undergraduate colleges of Duke University. In 1951 this fund was increased by the income from several Scholarship Funds which were not restricted in their use.

THE WAGGONER SCHOLARSHIP FUND

Established 1954 by contribution from T. R. Waggoner, '22 in memory of his parents, Thomas Spencer Waggoner and Eva Barnwell Waggoner; the income to be used for scholarship aid for worthy undergraduate students.

GEORGE W. WATTS SCHOLARSHIP FUND

Established 1897 by gift of George W. Watts; the income to be used for scholarship aid to worthy students.

WEATHERBY SCHOLARSHIP FUND

Established 1912 by C. E. Weatherby, Faison, N. C.; the income to be used for scholarship aid to worthy students.

WEST CAMPUS CHEST SCHOLARSHIP FUND

Established 1954 by the male undergraduate students of Duke University for the purpose of providing scholarship awards to male students in one of the undergraduate colleges.

FLORENCE K. WILSON SCHOLARSHIP FUND

Established 1955 by contribution from students of the School of Nursing; for the purpose of providing scholarship awards to students in the School of Nursing.

WOMAN'S COLLEGE MEMORIAL SCHOLARSHIP FUND

Established 1953 in memory of Evelyn Barnes, the income to be used for scholarship aid to worthy students in the Woman's College.

WOMAN'S PANHELLENIC SCHOLARSHIP FUND

Established May 25, 1949, by gifts of the Woman's College Panhellenic Association; income to be used for scholarship aid for a rising senior in the Woman's College of Duke University.

Loans

A number of loan funds have been established for the benefit of the students of Duke University. The most important and largest is the Angier B. Duke Memorial Student Loan Fund, which is administered through an advisory committee of officers of the University. The amount available to be loaned depends upon the income from investments and on the amount repaid on loans previously made to students. The same committee of officers administers the other endowed loan funds of the University.

The committee in approving loans selects those students who, from the standpoint of character, scholastic attainment, personality and degree of financial need, are deserving of consideration.

The following regulations govern the operation of the loan fund program:

1. No loan will be made to a student who violates any of the regulations of the University or whose academic record is not satisfactory to the faculty.

2. As a general policy, a student must have spent one semester in residence before he is eligible to apply for a loan. During this period the loan committee will have an opportunity to acquaint itself with the worth and need of the individual applicants.

3. Loans will be made only to students who are taking approved courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

4. Every applicant for a loan must give the names of three references who will be approached by the student Loan Office. Statements from these references must have been received and made a part of the file before any money will be advanced. None of these references may be a member of a borrower's family.

5. Long term loans are customarily made to defray only the expenses incurred for tuition, fees, or room rent.

6. Interest on long-term student loans accrues at the rate of 1% from the date of each note and is payable during or before the week prior to the graduation exercise of each of the school years during which the borrower is enrolled at Duke University. After the student leaves the University permanently, the interest rate rises to 3% for

the five year period required for payment. Any notes unpaid at the end of this five year period will bear interest at the rate of 6% until they are paid in full.

An extension of two years at the 1% interest rate is granted to those borrowers receiving a degree of Doctor of Medicine at Duke University. This extension covers the two year internship required of all medical students. An extension at the 1% interest rate is also granted to those borrowers who continue their study in other institutions of higher learning. Proper proof of residence must be submitted annually to the Student Loan Office. Extensions of this sort will be renewed from year to year and the maximum period of extension will depend upon particular circumstance of each student.

7. Applications for loans should be made to the Loan Committee, Office of the Secretary, Duke University. A formal application for loan assistance may be made only on forms furnished in the Secretary's Office during the first week of each semester. The granting or withholding of a loan is a matter entirely within the discretion of the loan committee. A student is expected to use all other possible means of securing financial assistance before applying for aid from the Loan Fund.

ALBERT ANDERSON LOAN FUND

Established by the will of the late Albert Anderson; to be used for loans to worthy and deserving young men and women of the Methodist faith.

ALUMNI LOAN FUND

Established 1915 by gift from the Alumni Association.

PAUL M. BARRINGER BEQUEST FUND

Established 1932 by bequest from Paul Barringer; the income to be used in educating worthy young people; preference to be given those from Rowan County, N. C.

BYNUM BELOTE LOAN FUND

Established 1924 by E. T. Belote of Asheville, N. C., in memory of his son, Alfred Bynum Belote, student 1923-24.

A. D. BETTS LOAN FUND

Established 1919 by G. W. Vicks, '11, and wife, in memory of Reverend A. D. Betts, a member of the North Carolina Conference; other contributions by W. A. Betts and Mrs. L. P. Wilkins; to be used for the aid of young men preparing for the ministry.

FANNIE CARR BIVINS MEMORIAL FUND

Established 1928 by the Alumnae Association in memory of Fannie Carr Bivins, '96; income to be loaned to young women students upon the recommendation of the Alumnae Council and approval by the dean of the Woman's College.

BRANSON LOAN FUND

Established 1953 by bequest of Mrs. Clara S. Odell; the income to be used for loans to needy students.

CHRISTIAN EDUCATION LOAN FUND

Established 1921 as a part of the Christian Education movement in the Methodist Church in North Carolina; for use as a general loan fund.

CLASS OF 1902 LOAN FUND

Established 1932 by the members of the class at their 30th Anniversary Reunion.

JESSE A. CUNINGGIM LOAN FUND

Established 1896 by J. A. Cuninggim, '90; to be loaned to young men preparing for the ministry.

ANGIER B. DUKE MEMORIAL LOAN FUND

A charitable trust established during the year 1925 by B. N. Duke in memory of his son, Angier Buchanan Duke, for the stated purpose of assisting needy and worthy students in obtaining a college education.

ALEXANDER EDENS MEMORIAL LOAN FUND

Established 1920 by Lacy T. Edens, '24, Cora R. Edens, John A. Edens, L. D. Edens, '15 and L. F. Edens, in memory of Alexander Edens.

GENERAL LOAN FUND

Established 1900 by the North Carolina Conference, and supplemented from time to time by additional contributions by both the North Carolina Conference and the Western North Carolina Conference; to be used for no other purpose than to aid worthy students of the University.

W. O. GOODE EDUCATIONAL LOAN FUND

Established 1923 by W. O. Goode of the Western North Carolina Conference.

MARY HESTER HAMBRICK LOAN FUND

Established 1925 by W. R. Hambrick, Haldah Satterfield, John Jackson Hambrick, '16, and Robert T. Hambrick, '19, in memory of Mary Hester Hambrick, wife and mother; loans to be made to any needy students, preferably from Person County, N. C.

B. D. HEATH LOAN FUND

Established 1921 by B. D. Heath of Charlotte, N. C.; income to be used for students preparing for the ministry, preference to be given to one student annually from Union County, N. C.

HOLLAND HOLTON MEMORIAL LOAN FUND

Established March 1948 by friends and former students in memory of Holland Holton, '07, Professor of Education and Director of the Summer School of Duke University for many years; to be used in helping worthy young men and women in securing a college education.

J. B. IVEY LOAN FUND

Established 1922 by J. B. Ivey of Charlotte, N. C.; to be used for loans for worthy students.

W. K. KELLOGG FOUNDATION LOAN FUND FOR NURSES

Established 1942 by gift of the W. K. Kellogg Foundation; to be used for loans to students in the School of Nursing.

MINISTERIAL EDUCATION LOAN FUND

Established 1915 by the North Carolina Conference of the Methodist Church; to be used for loans to students preparing for the ministry.

WILLIAM NEAL STUDENT AID FUND

Established 1920 by John W. Neal in memory of his son, William Neal, student in 1919; to be used for loans to worthy and needy students.

NORTH CAROLINA CONFERENCE BOARD OF CHRISTIAN EDUCATION LOAN FUND

Established 1931 by gift of the Board of Christian Education of the North Carolina Conference; to be used for loans to students preparing for the ministry or other distinctive type of Christian service.

W. N. REYNOLDS LOAN FUND

Established by the late W. N. Reynolds, '86, of Winston-Salem, N. C.; to be used for loans to boys and girls of North Carolina seeking an education at Duke University; preference, however, to be given to graduates of the Nancy Cox Reynolds Memorial School, and the sons of employees of the R. J. Reynolds Tobacco Company, regardless of residence. In the discretion of the Executive Committee and under certain conditions, scholarships may be provided from the income from the fund.

ROANOKE RAPIDS HIGH SCHOOL LOAN FUND

Established 1925 by the graduating class of the Roanoke Rapids High School, Roanoke Rapids, N C.; to be used for loans to students who are graduates of that school.

ELLA WESCOTT TUTTLE LOAN FUND

Established 1923 by D. H. Tuttle, '80, in memory of his wife, Ella Wescott Tuttle; to be used for loans to worthy young women seeking an education at Duke University.

JOSHUA VICK MEMORIAL LOAN FUND

Established 1920 by Mrs. J. W. Vick in memory of her husband, Joshua Vick; to be used for loans to needy students.

WAKE COUNTY ALUMNAE LOAN FUND

Established 1924 by the Raleigh Chapter of the Alumnae Association; to be used for loans to worthy women students.

HENRY CARSON WEST LOAN FUND

Established 1954 by gift from H. Carson West, '17, to provide loans for upper-classmen from North Carolina.

WINSTON-SALEM DISTRICT OF NORTH CAROLINA CONFERENCE LOAN FUND

Established 1923 by the Winston-Salem District of the Western North Carolina Conference of the Methodist Church; to be used for loans to students preparing for the ministry from the Winston-Salem District.

MARY POAGE WOOTEN LOAN FUND

Established 1922 by John C. Wooten, '98, in memory of his wife, Mary Poage Wooten; to be used for loans to worthy students.

Student Employment

Student employment offices are maintained to serve students who need part-time jobs. There are many opportunities both on the campus and in the city of Durham, and a considerable number of students each year help defray their college expenses by working.

Students may make application for part-time employment only after they have completed an application for admission and notification of acceptance has been given. The job application should be by letter prior to the reporting date for entrance, and a detailed job application form must be completed at the time of arrival at Duke University.

Those students in Trinity College and the College of Engineering in need of such employment may apply to Mr. J. M. Dozier, 217 Allen Building, West Campus. Students in the Woman's College should apply to the Assistant Dean of Undergraduate Women, 108 East Duke Building, East Campus.

Living Accommodations for Men

Craven, Crowell, Few, and Kilgo Quadrangles on the West Campus are reserved for undergraduate men. These quadrangles contain thirty-three Houses designated by letters of the alphabet from House A through House HH. The rooms are equipped as single and as double

rooms. In some areas communicating doors between rooms provide suites for three or four persons. Kilgo and a part of Crowell Quadrangle are reserved for members of the Freshman Class.

Undergraduate men are required to live in the residence houses unless they are married or are living with parents or relatives. Any exception must be approved by the Dean of Men.

The rental charge for a single room is \$225.00 for the academic year, or \$112.50 each semester. The rental charge for a double room is \$350.00 for the academic year, or \$175.00 for each occupant, or \$87.50 for each occupant each semester. Rooms are rented for a period of not less than one semester, or in case of a medical student, one quarter, unless by special arrangement with the Housing Bureau. For a shorter period of occupancy, without special arrangement, the rate is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made through the Housing Bureau only after official acceptance for admission to the University. A \$25.00 room deposit is required of each applicant before a room reservation is made. The initial room deposit is effective during the student's residence in the University if his attendance is continuous in regular academic years. This deposit will be refunded to resident students under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of his room through the Housing Bureau and has settled all of his accounts with the Treasurer.

A resident student, in order to retain his room for the succeeding academic year, must make application at the office of the Housing Bureau for confirmation of the reservation in accordance with the plan that is published during the school year.

Any exchange of rooms must be arranged at the Housing Bureau. A charge of \$2.00 will be incurred for room changes made after September 1 in the fall and February 15 in the spring. Persons exchanging rooms without the approval of the Housing Bureau will be subject to charges for both rooms.

The authorities of the University do not assume responsibility for the persons selected as roommates. Each student is urged to select his roommate when the room is reserved.

Beds and mattresses (39" x 74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets and pillows. Rugs, if desired, are not to exceed 54 square feet in size.

Duke University desires to provide for its students a residential environment conducive to academic achievement, the development of high ideals, and sound character. The institution asks and believes that each student will cooperate in achieving these aims by arranging his personal belongings in an orderly manner, by caring for the buildings and furniture as he would do in his own home, and by observing a code based on gentlemanly behavior in an educational environment which demands respect for all residents. Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when room reservations are made. Occupants are expected to abide by these regulations.

Living Accommodations for Women

Undergraduate women are required to live in Woman's College residence houses unless they are married or are living with parents or close relatives in the City. Under special circumstances, in the case of a mature student, the Dean may make an exception.

A counselor, who is a member of the Dean's staff, lives in each dormitory. She serves as adviser to individual students and, in cooperation with the student House Council, is responsible for the administration of the house.

The eight dormitories are alike in their organization. All four classes have full representation in each, approximately 30 spaces being reserved in each one for freshmen. Five of the dormitories, Alspaugh, Bassett, Brown, Giles, and Pegram, have both single and double rooms. Southgate and Jarvis have no single rooms, and Aycock has only a few.

Rooms are rented for the full school year, unless special arrangements are made in advance with the Dean of Undergraduate Women, but payment may be made by semester. Each occupant of a double room is charged \$200.00 for the school year or \$100.00 per semester; the occupant of a single room, \$250.00 for the school year or \$125.00 per semester. Normally the rent for a shorter period of occupancy than a semester is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made with the Woman's College Housing Bureau. An applicant who has been officially accepted as a resident student may reserve a dormitory room by paying a room deposit of \$25.00. If this deposit is not made within ten days after she is notified of her acceptance, her admission is cancelled. The initial room deposit is effective for the entire college course of the student whose

attendance during regular terms is continuous. This deposit will be refunded to resident students under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon the student's withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of her room through the Housing Bureau and has settled all of her accounts with the Treasurer.

Dormitory rooms are reserved by upperclass students in accordance with the plan that is published during the school year. All rooms that have not been reserved on or before the announced date will be considered vacant for the succeeding semester and will be assigned to others.

After a student has engaged a room, she is not permitted to move to another without the consent of the Woman's College Housing Bureau. A student leaving one room and occupying another without permission may be charged for both rooms for the entire semester. No student is allowed to rent or sublet her room to another occupant.

The Woman's College Housing Bureau selects a roommate for the new student who is assigned to a double room but has made no arrangements for a roommate. After a student has been in residence for one semester, however, she is responsible for obtaining and keeping a roommate if she continues to occupy a double room. If a student occupying a double room does not obtain a roommate within the time required—approximately two weeks after the beginning of the semester—she may be required to pay the rental consideration for the whole room.

Rooms are equipped with only the principal articles of furniture. The student provides her own linens, blankets, pillows, bedspreads, curtains, and lamps. She may supply additional articles such as scatter rugs and small tables or bookcases; but large rugs or overstuffed furniture, which make cleaning difficult, are prohibited.

Dining Service

The dining facilities on the West Campus include three cafeterias with multiple-choice menus, and the Oak Room where full meals and *a la carte* items are served. The cost for the academic year ranges from \$400.00 to \$500.00 depending on the tastes of the individual.

On the East Campus dining halls are located in the Union and in Southgate. Resident women may not board elsewhere than at these halls. The charge for board is \$200.00 per semester, payable at the time of registration.

In the Men's Graduate Center there is a cafeteria with multiple choice menus and a Coffee Lounge where sodas and sandwiches are served from 11:30 A.M. to 11:00 P.M. The prices in these dining rooms are the same as on the West Campus.

It is hoped that present rates may be maintained. Charges, however, are necessarily dependent on costs of labor, foods, and materials, and some adjustment may be necessary.

Due to the large number of those served in the dining halls, it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Libraries



THE UNIVERSITY LIBRARIES, with 1,198,727 volumes and 1,550,000 manuscripts, provide exceptional resources and facilities for study and research by undergraduate and graduate students, and by visiting scholars. Between 40,000 and 50,000 volumes are added annually, and 71 foreign and domestic newspapers and 4,000 periodicals are received currently. A large collection of microfilms of rare books, newspapers, and periodicals is available.

A Chemistry library (16,489 volumes), Physics-Mathematics library (17,741), and Biology-Forestry library (53,343) are housed for convenience of use in the buildings of these departments. The libraries of the Schools of Divinity (71,803), Law (105,316), Medicine (58,384) and of the College of Engineering (22,997), are also shelved in the buildings of these schools, all on the West Campus.

The General Library, centrally located on the West Campus, has 747,935 volumes in all other fields. It is the principle working and research collection for students in the humanities and social sciences. The collection has been developed with care to support the work of the undergraduate curriculum and the more specialized needs of graduate and post-doctoral research. Basic collections of source materials are supported by the important publications of criticism and discussion. There are large collections of general periodicals, of the publications of European Academies, and of public documents of state, federal, and foreign governments, and international organizations. The newspaper collection (about 13,000 volumes and 4,832 rolls of microfilm) is particularly strong in papers from the states of the Atlantic seaboard, both North and South, with extensive holdings of Ante-bellum and Civil War papers of North Carolina, South Carolina, and Virginia.

The manuscript collections, relating chiefly to the South Atlantic region with particular strength in the Confederate period, is most extensive in the field of history, but it contains important source material on all phases of social and economic life as well as politics. There are groups of manuscripts in American and British literature, with a notable Walt Whitman collection, and a number of important mediaeval manuscripts, chiefly lectionaries and copies of the New Testament. Among many special collections of note are the Guido Mazzoni library of Italian and comparative literature, the Lanson Collection of French literature, Goethe and Dante collections, collections on Brazil, Peru, Ecuador, and the Philippines, the Holl Church history

library, eighteenth-century English poetry and prose, a Socialist collection, the Arents tobacco collection, the Thomas collection of books on Chinese history and culture, the George Washington Flowers Collection of manuscripts, books, newspapers, and pamphlets dealing with all phases of Southern history, and the Trent collection of Walt Whitman books and manuscripts.

The General Library building, which was modernized and enlarged in 1949, contains many special features which contribute to the preservation of material and facilitate their use by students and research workers. The book stacks, manuscripts, and rare book storage and reading rooms are air-conditioned. Two hundred and fifty carrels, some completely enclosed, are available in the stacks as places of study for graduate students. Graduates and advanced students are permitted access to the stacks upon application. On the ground floor are a newspaper reading room with a battery of microfilm reading machines and a microphotography laboratory with facilities for reproducing printed and other material. On the same floor are the manuscripts reading room and storage area. The first floor has periodical, graduate, and undergraduate reading rooms, the latter opening into an attractively furnished small library for recreational reading. In the north wing is the rare book reading room, with adjoining special collections rooms and storage stacks. The second floor houses the general reference and reading room, the circulation department and Main Loan Desk, and the Public Card Catalog, a union catalog of books in all the University libraries. There is also a catalog of the library of the University of North Carolina at Chapel Hill, whose books are available through inter-library loan.

On the East Campus, the Woman's College Library, in its attractive Georgian building, contains 104,719 volumes in an open stack collection, chiefly those most constantly needed in the undergraduate work of women students. A reference and general reading room, the Thomas Memorial Room, and the Booklovers' Room with open shelves of books for general reading, provide comfortable and attractive space for reading and study.

A "Student's Guide to the General Library" is available on request addressed to the Librarian of the University.

Reserve Officers Training Corps



THROUGH the Naval and Air Force Reserve Officers Training program the University is cooperating with the Department of Defense in the effort to provide a steady supply of well-educated officers for the active and reserve forces of the Nation.

The Naval Reserve Officers Training Corps

There are two basic programs through which students can qualify for Naval commissions upon graduation: one, the Regular Naval Reserve Officers Training Corps program, provides a maximum of four years in the University largely at government expense, followed by a temporary commission in the regular Navy or Marine Corps; the other, the Contract program, leads to a commission in the Naval Reserve or the U. S. Marine Corps Reserve.

The Regular Student—Scholarships are awarded on the basis of an annual nation-wide test and selection procedure. Students selected are appointed Midshipmen, USNR, and receive for a maximum of four years tuition, fees, and textbooks at government expense plus retainer pay at the rate of \$600 per year. The regular midshipman may take any course leading to a baccalaureate or higher degree with certain exceptions, e.g., pre-medicine and medicine, pre-theological and theological, music and art. His academic program must include 24 semester hours of Naval Science and he must complete a minimum of one year of college physics by the end of his sophomore year. In addition, three semester hours of trigonometry will be required if he has not previously completed such a course in a secondary school. The Regular goes on two summer training cruises aboard ship and receives aviation and amphibious indoctrination at naval shore stations the third summer.

Upon graduation he must accept a commission as Ensign, USN, or Second Lieutenant, USMC, if offered, after which he serves on active duty with the fleet for three years, if required by the Secretary of the Navy. Toward the end of the required active duty, he may request retention in the regular Navy or Marine Corps, or at his option be commissioned in the Reserve. Officers commissioned in the Reserve under such an option may be released to inactive duty except in times of national emergency.

The Contract Student—The contract student is selected from those regularly enrolled in Duke University who desire to qualify for a commission in the Naval or Marine Corps Reserve while pursuing their

normal courses of study. There is no restriction on the course of study which a contract student may pursue; nor is he required to take college physics while in the program. He must include in his academic program trigonometry (if not successfully completed in secondary school) and 24 semester hours of naval science. He has the status of a civilian who has entered into a mutual contract with the Navy and is not eligible for the benefits and retainer pay received by regular midshipmen. He is paid a subsistence allowance during his last two years in the NROTC, however, amounting currently to 90 cents per day. He goes aboard ship for one summer training cruise, normally between his junior and senior years. Upon graduation, he is commissioned in the Naval or Marine Corps Reserve and, if needed, reports for two years' sea service. Upon completion of the minimum active service requirements he may request transfer to the regular component of the Navy or Marine Corps, retention on active duty as a reservist, or transfer to the inactive reserve for a period of four years.

Both Regular and Contract midshipmen are deferred from Selective Service by virtue of their commitment to serve on active duty after graduation. The Navy furnishes necessary uniforms and equipment. Uniforms are worn only on drill days or other special occasions when prescribed by the Professor of Naval Science. Regular and Contract students receive the same instruction and wear the same uniforms. No distinction is made between the two, except in the handling of their records.

The Air Force Reserve Officers Training Corps

The unit functions as a regular department of instruction known as the Department of Air Science. It selects and trains students who possess the requisite character, intelligence, desire, and sense of duty to become Air Force officers.

For enrollment in the Basic Course (freshman and sophomore years) the student must: be a male citizen of the United States; be physically qualified under standards prescribed by the Air Force (due allowance will be made for defects which are correctible prior to the student's eligibility for appointment as a commissioned officer); be accepted by the institution as a regularly enrolled student; be not less than 14 years of age and not have reached 23 years of age at the time of enrollment; must successfully complete such general survey and screening tests as may be prescribed; and must sign a loyalty certificate with the U. S. Government. Students initially entering the University who have had previous preparatory or high school military training are normally accepted in Basic Air Science at the same academic level as that in which they are accepted by the University.

For enrollment in the Advanced Course (junior and senior years)

the student must have successfully completed the Basic Course or have had at least one year of honorable service in the Armed Forces of the United States; must execute a written agreement with the government to complete the Advanced Course *and accept a commission in the United States Air Force Reserve*, contingent upon remaining in school, and to attend Advanced Summer Training at the time specified; must agree to take orientation flights when offered; must be less than 28 years of age at the time of graduation; must successfully complete such general survey and screening tests as may be prescribed and must be selected by the Professor of Air Science and the appropriate authority of the University.

Students in the Basic Course may be deferred from Selective Service upon satisfactory completion of one semester of Basic Air Science. Advanced students are eligible for deferment as soon as they are enrolled formally in the Advanced Course. Selection for deferment is made by a board composed of representatives from the AFROTC and the University.

All uniforms, texts, and training equipment required for the Air Science Course are furnished at government expense, and students are paid a total of approximately \$600.00 for the two years of the Advanced Course.

Since the primary need of the Air Force is for flying officers, the great majority of students selected for Advanced Air Science must be physically qualified and desirous of applying for flying training after graduation. Upon graduation and completion of the Advanced Course, selected students will be offered commissions as Second Lieutenants in the Air Force Reserve. Reserve Officers who desire lifetime careers in the Regular Air Force may apply for regular commissions after serving on active duty for one year. An Air Science IV student who maintains an academic average in the upper quarter of all seniors in his major is eligible for designation as a Distinguished AFROTC Cadet and later, a Distinguished AFROTC Graduate. A designee, if fully qualified, will receive a regular commission upon graduation.

The Bureau of Testing and Guidance



THE UNIVERSITY maintains a Bureau of Testing and Guidance which provides a centralized program of educational, vocational, and personal counseling for students. In addition, the Bureau administers special group testing programs for University schools and departments and serves as the local testing center for a wide variety of national testing programs. The Bureau also carries on programs of

research in the field of measurement and counseling. Although the counseling, testing, and research services of the Bureau are designed primarily to meet the needs of the students, the faculty, and the staff of Duke University, these services are made available to individuals and organizations outside the University as its facilities permit. Requests for further information should be addressed to the Director, Bureau of Testing and Guidance, Duke University, Durham, N. C.

Appointments Office



THE APPOINTMENTS OFFICE is a service agency designed to aid graduates in solving the problem of post-college employment. Its primary function is to serve as an intermediary between students and prospective employers. It acquaints students with possibilities in business and professional fields; it assembles comprehensive records on each registrant and makes these records available to appropriate representatives; and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. On occasion additional information of a specialized nature is secured. Confidential letters of recommendation are incorporated in the file of each registrant. The Office initiates contacts for students or cooperates with students who make contacts through personal efforts or through various departments of the University. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest.

There are two major divisions of the Office: the Commercial Division, which handles all matters involving contacts with business and professional areas not related to formal education; and the Educational Division, which concerns itself with teaching and school administration positions at all levels. Students and alumni may register with either or both of these divisions.

The Office receives more calls for qualified personnel than it can supply from its registrants. It is to the mutual advantage of the students and the Office that a complete record of registrants be assembled by the fall of the senior year.

The Summer Session



THE SUMMER SESSION at Duke University makes available to Duke undergraduate students and to undergraduates from other universities and colleges a notable program of instruction in many fields of knowledge both academic and professional.

Undergraduates in Duke University who desire to accelerate their programs may complete the work for a degree in three years by attending two and one-half summer sessions.

Undergraduates from other colleges and universities may enjoy the special advantages of summer instruction at Duke and transfer their earned credits to their own institutions.

The Summer Session of 1956, will include two terms: Term I, June 12 to July 17; Term II, July 19 to August 23. By attending both terms it is possible for a student to earn as many as twelve semester hours of credit.

Instruction of interest to undergraduates will be offered in the summer of 1956 in the following departments and colleges: Botany, Chemistry; Economics; Education; Nursing Education; Engineering; English; Forestry; French; Geology; German; Greek; Health and Physical Education; History; Latin and Roman Studies; Mathematics; Philosophy; Physics; Political Science; Psychology; Religion; Sociology; Spanish; and Zoology.

Distinctive features of Summer Session instruction are provided by the program in marine biology offered at the Duke Marine Laboratory, Beaufort, North Carolina, and by various conferences in several of the Departments.

While the basic purpose of the Summer Session is to serve the academic and the professional requirements of those who are interested in their own educational advancement, the University recognizes the need of, and provides for, a varied recreation program both athletic and social.

Undergraduates of Duke University both men and women who plan to attend the Summer Session should enroll with the Dean of their own college in Duke University. Undergraduates in other universities or colleges who seek transfer credits should apply directly to the Director of the Summer Session, Duke University, Durham, North Carolina.

Registration and Academic Regulations



ORIENTATION PROGRAM: All freshmen and transfer students are required to participate in the activities of Orientation Week. The program includes general ability, achievement, and placement tests, orientation lectures, physical examinations, social events, special religious services, registration, and enrollment.

The University considers the planning of a course of study to be of primary importance. Perhaps the most significant moments of Orientation Week, therefore, are those which a new student spends with his faculty adviser. With the results of the several tests which all freshmen take available to them, the adviser and the student plan a course of study adapted to the ability, achievements, and goals of the individual student. New students who miss the whole or a part of the Orientation Program place themselves at a serious disadvantage at the very outset of their college career.

MATRICULATION AND REGISTRATION: Students in residence are required to submit to the appropriate dean, not later than the date of the spring registration, cards showing their selection of courses for the following years. An advance deposit of \$25.00 is required before the card may be submitted. These cards, approved by the dean, are filed for permanent record in the dean's office. Students who do not select their courses for the following year at the time appointed must pay a fee of \$5.00 to the Treasurer of the University before their course cards may be approved for the fall. Students whose course cards have been approved in the spring may matriculate by mail during the summer. The same regulations, with the exception of the advance deposit, apply to registration for the spring semester.

Students who register in either semester at a date later than that prescribed in the calendar of this Bulletin must pay to the Treasurer a fee of \$5.00. They are counted as absent in the work they have missed in the courses to which they are admitted, and these absences carry the same penalty as do other absences from the course. Changes in courses for reasons not arising within the University require a payment of \$1.00 for each change made. No course may be elected later than one week after the opening of the semester, and no student may be admitted to any class without an official enrollment.

General Academic Regulations

QUANTITY CREDIT AND COURSE LOAD: The term of credit used is the semester hour which signifies one recitation a week throughout the semester. Two or three hours of laboratory work are equivalent to one hour of class work. Two semesters of seventeen weeks each constitute the academic year. For the degree of Bachelor of Arts or Bachelor of Science, credit for 124 semester hours is required; for a degree in Engineering, 148 semester hours.

The normal load of an undergraduate student in the Colleges of Arts and Sciences is five academic courses totaling 14 to 17 semester hours. The maximum number permitted is 19 semester hours, exclusive of physical education. In the College of Engineering the normal load is 18 semester hours exclusive of physical education. No student is permitted to take less than 14 semester hours of work without special permission from the dean or to take more than the normal load of work unless his average grade in the preceding semester is higher than C.

QUALITY CREDIT: The requirements for the degree are computed in semester hours and in quality points. Quality points are determined by grades as follows: for an A, four quality points for each semester hour; for a B, three quality points for each semester hour; for a C, two quality points for each semester hour; for a D, one quality point for each semester hour; for an F, no quality points. Credit for at least 248 quality points is required for the degree of Bachelor of Arts or Bachelor of Science, and at least 296 quality points for a degree in Engineering.

REQUIREMENTS FOR CONTINUATION IN COLLEGE AND FOR GRADUATION FROM COLLEGE: To continue in college and to graduate, students must, in addition to the requirements listed elsewhere in this Bulletin, pass a minimum number of semester hours, achieve a specified quality point ratio, and in the case of graduation earn a minimum number of quality points. The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours carried (not semester hours passed). These requirements are listed in the following table:

For continuation from	The minimum requirement is
The first to the second year	18 s.h. credit and a q.p.r. of 1.2
The second to the third year	42 s.h. credit and a q.p.r. of 1.4
The third to the fourth year	66 s.h. credit and a q.p.r. of 1.6
The fourth to the fifth year, if needed	90 s.h. credit and a q.p.r. of 1.75
For graduation from	The minimum requirement is
Trinity and the Woman's College	124 s.h., 248 q.p. and a q.p.r. of 1.9
The College of Engineering	148 s.h., 296 q.p. and a q.p.r. of 1.9

Students of the senior class, irrespective of their average grade in preceding years, must, in order to be eligible for graduation, complete the work of their senior year with a minimum average grade of C. In the case of engineers the C average requirement applies not only to all courses taken in their last year but also to work specified for the senior year in their particular Engineering curriculum.

The minimum standards for continuation in the College of Engineering are the same as those listed above but since the semester hour requirement for graduation in Engineering exceeds the requirement of the liberal arts colleges the standards may be adjusted to meet the special requirement of the college. Moreover, application of these standards is based on the courses required in the Engineering curriculum.

In addition to the qualitative standards listed above students must pass a minimum number of hours each semester. Freshmen must pass at least 6 semester hours of work in their first semester and 18 semester hours in their first year; all other students must pass at least 9 semester hours each semester. The University may require a student whose record is considered unsatisfactory to withdraw, although he has met the minimum requirements set forth in this paragraph.

Reports on proficiency in academic work are sent to parents or guardians after the examinations at the end of each semester. In addition, reports on freshmen are mailed at each mid-semester period.

CLASS STANDING: In the Colleges of Arts and Sciences students to rank as sophomores must have to their credit at least 26 semester hours and 52 quality points; as juniors, at least 56 semester hours and 112 quality points; and as seniors, at least 90 semester hours and a quality point ratio of 1.75. In the College of Engineering to be classified as a sophomore they must have to their credit at least 30 semester hours and 60 quality points and must have passed certain specially designated courses of the freshman engineering curriculum; to be classified as a junior they must have at least 68 semester hours and 136 quality points and must have passed certain specially designated courses of the sophomore departmental engineering curriculum; and to be classified as a senior they must have at least 106 semester hours and a quality point ratio of 1.75 and must have passed certain specially designated courses of the junior departmental engineering curriculum.

In the Colleges of Arts and Sciences seniors may not take for graduation credit any course open primarily to freshmen; and juniors may not take for graduation credit more than one course open primarily to freshmen. A list of these courses is published in this Bulletin under "Courses of Instruction."

Seniors who lack not more than 9 hours at the beginning of the last semester of their senior year may, with the approval of the Dean of the Graduate School, register for a maximum of 6 semester hours of graduate credit.

A tentative list of all candidates for the Bachelor's degree is prepared under the supervision of the dean as early in the college year as possible. A copy is furnished to each department of instruction for information and reference, and a copy is posted on the official bulletin board of the University for the information of the students concerned.

RESIDENCE REQUIREMENTS: A minimum of 30 semester hours of senior-level work in the Colleges of Arts and Sciences and 36 in the College of Engineering must be earned in residence. Students who meet this requirement but who still lack 6 to 8 semester hours in final fulfillment of requirements may take this work in another institution of approved standing, provided the course is approved by the head of the department concerned and by the dean.

Students who complete in a summer session the work required by the University for the Bachelor's degree will be granted the degree at the end of the summer.

GRADING, ATTENDANCE, AND EXAMINATIONS:

GRADING: Grades are reported to indicate one of the following:

(1) *Passed.* A, B, C, and D are all passing grades. The letters are intended to indicate the following quality of work: A, exceptional; B, superior; C, medium; D, passing.

(2) *Failed.* A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

(3) *Incomplete.* (a) A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

(4) *Absent from final examination.* (a) The grade X indicates that the student was absent from the regularly scheduled examination. (b) If absence from the examination has been excused by the dean of the college, the student may receive an examination upon the payment of a fee of \$3.00 to the Treasurer of the University. The instructor concerned arranges for the examination in cases where absences are excused. (c) If absence from the examination is not excused by the dean of the college, the grade for the course concerned is recorded as F. (d) A student with an X grade who has not obtained a passing grade before the end of the semester following that in which the X was incurred is regarded as having failed in the course concerned and must repeat the work in class in order to receive credit.

If a student drops a course without permission from the dean, the grade for that course is recorded as F. If he drops with permission a course in which he is failing, the grade for that course is recorded as F unless, in the judgment of the dean, circumstances do not justify this penalty.

ATTENDANCE: Regular and punctual attendance in class work is expected of all students. Weekly reports of all absences, irrespective of class standing, are made by each instructor and filed in the dean's office. No instructor has the authority to excuse a student from class attendance; it is his duty to report all absences and tardies.

The requirements for continuation in college and for graduation from college emphasize the desirability of assumption by the student of responsibility for class attendance. Controls are exercised, therefore, during the first two years of college residence. Thereafter, full responsibility is placed on the student.

(1) *Regulations applicable during the first two years of college residence:* One unexcused absence per semester hour without penalty is allowed for personal obligations. Sophomores who in a normal schedule make averages of B or above in the preceding semester will be allowed two absences per semester hour for personal obligations, but will in all other respects be subject to the same regulations as other students.

The first three tardies in a given course are counted as one absence. Thereafter, each additional tardy is counted as one additional absence.

Absences due to illness when certified by a proper medical official will be excused. Absences due to authorized representation of the University may be excused. Officials in charge of groups representing the University are required to submit names of those persons to be excused to the appropriate dean's office forty-eight hours in advance of the hour when their absences are to commence. Absences due to individual and personal reasons will not be excused.

All absences immediately before and after announced holidays are counted as regular absences, and they result in a loss of two quality points for each absence in each class. Unexcused, consecutive absences, whether excessive or not, result in the loss of quality points as in the case of unexcused, excessive absences. Each excessive or consecutive absence results in the loss of quality points as follows: one quality point for the first absence, two additional for the second, and three additional for the third. When the third unexcused, excessive or consecutive absence occurs, the student is **debarred from the course** with a loss of six quality points and an F in the course. When the student has incurred twelve absences, excused and unexcused, in any course he is required to drop the course unless the instructor and the dean concerned grant special permission for him to continue in the course.

When a student's course load is reduced, on account of excessive absences, to less than 12 semester hours, he is required to withdraw from the University.

(2) *Regulations applicable after two years of college residence:* Responsibility for punctual and regular attendance is placed on juniors and seniors. However, for absences before and after announced holidays two quality points are deducted for each absence in each class. Instructors are expected to refer to the dean for appropriate action any student who in their opinion is causing his work or that of the class to suffer by virtue of absences or tardies.

EXAMINATIONS: Final examinations are held in all subjects in January and May.

DEFICIENCIES IN COMPOSITION: The following regulations have been adopted by the Faculty:

1. Any student who must take English 1 and whose score in the English placement test indicates that he is not yet ready for English 1 must earn a passing grade in English L before being permitted to enter English 1.

2. In the fall of the junior year every student of Trinity College and of the Woman's College must take an examination in English usage with the following exceptions: (a) students exempted from English 1 and (b) students who earned grades of at least B and C in English 1-2. The regulation does not apply to students of the College of Engineering, which has special course requirements in English composition in addition to English 1-2. Students with irregular schedules resulting from acceleration or transfer to Duke after the fall of their junior year should take the examination in the fall of the year most nearly approximating the fifth semester. In any event, all students with the exceptions noted above must take this examination; it is a requirement for graduation. Any student desiring to postpone his examination must have permission in writing from the Dean. If it is not taken in the junior year, it must be taken during the succeeding fall, or at such other time as may be designated by the appropriate authorities of the University. Students who are proved deficient by this examination will be required to complete satisfactorily a special non-credit laboratory course in remedial English.

3. Whenever the work of a student in any course is unsatisfactory because of errors in English, the instructor may report the student to the dean, who will require him to enroll in remedial English until, in the opinion of the director of the Remedial Laboratory, the deficiency is removed.

4. All instructors are requested to advise their students each semester concerning this regulation.

Requirements for Degrees



DUKE UNIVERSITY offers, in Trinity College, the Woman's College, and the College of Engineering, courses of study which lead to the degrees of: Bachelor of Arts; Bachelor of Science; Bachelor of Science in Civil, Electrical, or Mechanical Engineering; and Bachelor of Science in Nursing Education.

Bachelor of Arts

The requirements for the degree of Bachelor of Arts are based on the principle that the student will derive the maximum benefit from his college work if his program includes a broad distribution of studies among representative fields of culture, concentration within a special field, and some work of his own choice.

For graduation with the degree of Bachelor of Arts, the following course work must be completed in accordance with the academic regulations as stated in this Bulletin.

UNIFORM COURSE REQUIREMENTS	S.H.
English	6
Foreign Language	6-18
Natural Science	11
Religion	6
Social Science and History	12
Literature, Music, Art, and Philosophy	6
Physical Education	4
MAJOR AND RELATED WORK	42
ELECTIVES TO MAKE A TOTAL OF	124

These requirements are described in detail below. Descriptions of courses can be found under "Courses of Instruction, Trinity College and the Woman's College."

ENGLISH, 6 s.h.—This requirement is met by the completion of English 1-2. Students who demonstrate proficiency in English usage may be allowed to substitute 55 or 56 for English 1.

FOREIGN LANGUAGE, 6 to 18 s.h.—This requirement is met by the completion of the third college year of a foreign language. The languages which meet this requirement are French, German, Greek, Latin, and Spanish. The number of courses required depends on previous training and ability as shown on placement tests. Students presenting for entrance four units of Latin may satisfy the language requirement by the completion of the third college year of Latin or by two years of Greek. In exceptional cases, on the recommendation of the language department concerned and with the approval of the dean, a student who has completed the second college year of one language may satisfy the requirement by the completion of the first year of another language.

NATURAL SCIENCE, 11 s.h.—To satisfy this requirement a student must complete a laboratory course (8 s.h.) in one of the natural sciences (botany, chemistry, geology, physics, zoology), and one course of at least 3 semester hours selected from mathematics (except Mathematics 1), logic and scientific methodology (Philosophy 48 and 104), or from the sciences listed above.

RELIGION, 6 s.h.—To meet this requirement 6 semester hours must be chosen from Religion 1, 2, 51, 52, 91, 94, 101, 103, 104, 114, 130, 132, 135, 181, 182.

SOCIAL SCIENCE AND HISTORY, 12 s.h.—To satisfy this requirement a student must complete 12 semester hours from the following basic courses: Economics 51-52; Education 84; History 1-2, or 51-52; Political Science 11-12, or 61-62; Psychology 91 to be followed if desired, by either Psychology 100 or 101; or Sociology 91-92. Six of the 12 semester hours must be taken in economics, history, political science, or sociology. Students who do not present for entrance two acceptable units of history must take History 1-2 or 51-52.

LITERATURE, MUSIC, ART, AND PHILOSOPHY, 6 s.h.—This requirement can be satisfied by a total of 6 semester hours in courses in English or American literature, foreign literature courses numbered above 100, literature courses in translation, courses in aesthetics, art, and music, and courses in Philosophy except 48, 103, 104, 109, 199.

PHYSICAL EDUCATION, 4 s.h.—Physical education is required during each of the first two years and is normally completed by the end of the sophomore year.

MAJOR AND RELATED WORK, 42 s.h.—Prior to registration in the spring of his sophomore year, each student is required to choose his major field and confer with his departmental adviser about the requirements for major and related work.

The major work consists of 18 to 24 semester hours in one department above the introductory courses. Introductory courses may consist of two one-semester courses in all departments except the Departments of German, Latin, and Romance Languages where the introductory courses may consist of four one-semester courses. The choice of courses must be approved by the major department. The related work must be taken in at least two other departments and is selected subject to the approval of the major department and the dean; it may not include more than one course of 6 or 8 semester hours open primarily to freshmen. Courses satisfying the uniform course requirements may also be counted toward the requirements in major and related work. Information on specific departmental requirements for major and related work can be found at the end of the department offerings in the section "Courses of Instruction." Several programs of study designed as preparation for professions are given in the section below entitled "Choice of a Major Field."

The total amount of work that a student may take in any one department toward the Bachelor of Arts degree is limited to a maximum of 36 semester hours. In the Department of Aesthetics, Art, and Music, and the Department of Philosophy, the Department of English, the Department of Economics, Accounting and Business Administration, and the Department of Romance Languages, a total of 54 semester hours is permitted, however, provided a total of not more than 36 semester hours is taken in any one division of the department.

ELECTIVES.—In addition to the uniform courses required and the major and related work, other courses must be completed to make a total of at least 124 semester hours, including 4 semester hours of physical education.

Students whose courses of study permit may elect a maximum of 18 semester hours in engineering, forestry, or medical science. The courses elected in these subjects must be approved by the major department and the dean of the college.

CHOICE OF A MAJOR FIELD

The requirement of 42 semester hours distributed, as specified above, between a major field and related work is based primarily on the belief that some advanced study in one subject, together with work in allied subjects, is a valuable part of a general education. The selection of a major field usually depends on a student's cultural or vocational interests.

GENERAL PROGRAM

The General Program is designed for the student whose primary interest is in one of the liberal arts subjects. The subjects in which

major work is offered are: art, botany, chemistry, economics, education, English, French, geology, German, Greek, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology, Spanish, zoology.

SPECIALIZED PROGRAMS

The student who has chosen a vocation may wish to include specialized training in his program. The following programs of study in preparation for various professions or professional schools are outlined for the guidance of the student.

BUSINESS: The student who plans to enter business may elect, in addition to the uniform course requirements, the following courses to satisfy the requirements for the Bachelor of Arts degree.

Freshman Year: Economics 11 (recommended but not required).
Mathematics 5 (recommended but not required).

Sophomore Year: Economics 51-52, Economics 57-58.

Junior Year: Economics 105, Economics 138, Economics 143, Economics 168, Economics 181, and one course selected from the following: Economics 144, Economics 147, Economics 158, Economics 182.

Senior Year: Economics 153, Economics 188, Economics 191, and one course selected from the Economics group numbered above 100.

ACCOUNTING: A student who plans to qualify to take the Certified Public Accountant's examination should elect the following courses of study:

Freshman Year: Economics 57-58 (may be taken at this time with the permission of the department).

Sophomore Year: Mathematics 5 and 16 (recommended but not required).
Economics 51-52, Economics 171-172.

Junior Year: Economics 143, Economics 153, Economics 173-174, Economics 181, 182.

Senior Year: Economics 144 or Economics 184, Economics 275-276, and two courses from the following: Economics 175-176, Economics 177, Economics 178, Economics 180.

A student who does not take Economics 57-58 in the Freshman Year must take the course in the Sophomore Year and must make the necessary adjustments in the sequence of subsequent accounting courses.

Students majoring in accounting are urged to familiarize themselves with the educational requirements of the State in which they expect to practice.

RELIGIOUS WORK: A student who plans to enter the ministry or other religious work should have a broad liberal arts training. He may major in religion or any other subject. It is suggested that the student include in his program as many as possible of the following courses.

Freshman Year: Religion 1-2, History 1-2.

Sophomore Year: Religion (6 s.h.), Economics 51-52 or Political Science 61-62, English Literature (6 s.h.).

Junior Year: Religion (6 s.h.), Psychology 91, English 151-152.

Senior Year: Religion (6 s.h.), Sociology (6 s.h.), Philosophy (6 s.h.).

SOCIAL WORK: The student who plans to pursue professional studies in preparation for social work (such as family welfare, child welfare, public welfare, probation and parole, and similar forms of neighborhood and community work) should take his major work in sociology, with related work in other social sciences. The following courses should be included:

History 1-2, or 51-52.
Economics 51-52.
Political Science 61-62.
Psychology 91.
Philosophy (6 s.h.).

Zoology is recommended for the required course in Natural Science. Electives should be chosen mainly from history, economics, political science, education, sociology, philosophy, psychology, or religion.

TEACHING: The program for students who intend to teach is designed to prepare for positions both in the elementary school and in the high school. All prospective teachers, regardless of the type of school in which they expect to teach, (a) must take a sequence of four basic courses in the Department of Education, namely, Education 84, 88, 103, and 118; (b) should read carefully the certification requirements of the state in which they plan to teach and should arrange their programs with their departmental advisers accordingly; and (c) should begin early the required sequence of courses in education, taking Education 84, preferably during the sophomore year and Education 88 during the junior year.

HIGH-SCHOOL TEACHING. Students may meet certification requirements by qualifying in one teaching subject, but they are strongly advised to choose their electives to meet requirements in two teaching subjects. In any case their programs must include courses in education and in other subjects sufficient to satisfy the certification requirements of the state in which they will teach. Courses in materials and methods should be taken during the junior year; and courses in observation and practice teaching may be taken *only* in the senior year.

SCIENCE EDUCATION MAJOR. Students who intend to teach high school sciences may elect to major in Science Education rather than in a department. The program is designed to meet certification requirements and to provide the broad background of training in the sciences which is needed by science teachers. Students planning to enter this program should consult an adviser in the Department of Education and in one of the science departments. The basic requirements are:

Education 103, 118, 215-216, and 276 or 246.
Mathematics 5 and 6.

Sciences (botany, chemistry, geology, physics, zoology)
and mathematics above 6. 36-40 s.h.

1. Courses must be taken in at least two departments.
2. At least 12 s.h. must be taken in courses above the introductory level.

ELEMENTARY SCHOOL TEACHING. Students preparing to teach in the elementary school must complete the following specific require-

ments: Education 101-102, 142, and 161, History 91-92, and Political Science 11-12, or 61-62, Economics 115, Economics 109, or 118, or 120, Music 151, Physical Education 102, and Health Education 112. Education 101-102 (which includes observation and practice teaching) should be reserved for the senior year.

PREPARATION FOR GRADUATE SCHOOL: The student who plans to enter a graduate school of arts and sciences for advanced study should consult an adviser in the field of the proposed advanced study concerning suitable preparation. Most graduate schools have definite requirements in foreign languages for all students. Candidates for the degree of Doctor of Philosophy are required to pass reading examinations, usually in German and French. In some cases other languages may be substituted. As soon as practicable, the student should ascertain the requirements of the particular graduate school he desires to enter.

PREPARATION FOR LAW SCHOOL: Students who plan to study law may select their major work in any field. The following courses are recommended:

Economics 51-52, 57-58.
English 55-56.
History 1-2 or 51-52, 105-106.
Philosophy 48 and 91.
Political Science 61-62.
Sociology 91-92.

PREPARATION FOR MEDICAL OR DENTAL SCHOOL:

Students planning to enter a medical or dental school should plan their programs of study from the first semester so as to include those courses required by the Medical Schools of their choice. Foundation courses for the study of medicine usually include: Chemistry 1-2, 61, 151-152; English 55-56; Mathematics 5, 6; Physics, 41-42; and Zoology 1-2, 53.

Special advisers are available for pre-medical and pre-dental students. The names of these advisers may be secured at the dean's office

Bachelor of Science

For graduation with the degree of Bachelor of Science, the following course work must be completed in accordance with the academic regulations as stated in this Bulletin.

UNIFORM COURSE REQUIREMENTS	S.H.
English	6
French and German (second college year)	12-24
Mathematics	6
Natural Science	8
Economics, History, or Political Science	6
Religion	6
Restricted Elective	6
Physical Education	4
MAJOR AND RELATED WORK	48
ELECTIVES TO MAKE A TOTAL OF	124

These requirements are described below. Description of courses can be found under "Courses of Instruction, Trinity College and the Woman's College."

ENGLISH, 6 s.h.—This requirement is met by the completion of English 1 and 2. Students who demonstrate proficiency in English usage may be allowed to substitute English 55 or 56 for English 1.

FRENCH AND GERMAN.—Bachelor of Science candidates must normally complete at least the second college year, or equivalent as determined by examination, of both French and German. In special cases, with the permission of the major department and the dean, this requirement may be met by the completion of the third year of French or German. On recommendation of the major department and approval of the dean another language may be substituted for French or German.

MATHEMATICS, 6 s.h.—This requirement may be met by completion of Mathematics 5 and 6.

NATURAL SCIENCE, 8 s.h.—This requirement can be satisfied by courses in one of the natural sciences, namely, botany, chemistry, geology, physics, and zoology. The courses must include laboratory work, and may not be counted as part of the major or related work.

SOCIAL SCIENCE AND HISTORY, 6 s.h.—A student who does not present for entrance two acceptable units of history (exclusive of other social studies) must take a course in history; otherwise, he has his choice of economics, history, or political science.

RELIGION, 6 s.h.—To meet this requirement 6 semester hours must be chosen from Religion 1, 2, 51, 52, 91, 94, 101, 103, 104, 114, 130, 132, 135, 181, 182.

RESTRICTED ELECTIVE, 6 s.h.—To meet this requirement 6 semester hours in addition to other uniform course requirements must be selected from aesthetics, art, economics, education, English, foreign language, history, music, philosophy, political science, religion, and sociology.

MAJOR AND RELATED WORK, 48 s.h.—Major and related work consists of 48 semester hours in the Natural Sciences. This work must be selected from the departments of botany, chemistry, geology, mathematics, physics, psychology, and zoology. The major work consists of not less than 24 semester hours in one department, the choice of courses being subject to the approval of the department. The major work does not include courses primarily open to freshmen. The related work is taken in at least two other departments and is selected subject to the approval of the major department. It may not include more than one course primarily open to freshmen. A minimum of 14 semester hours of related work is required, 8 hours of which must be in laboratory science. Further information concerning the requirements for the major and related work in the various departments will be found at the end of the department offerings in the section "Courses of Instruction."

ELECTIVES.—In addition to the above, the student must elect sufficient courses to complete, with a quality point ratio of 1.9 the 124 semester hours necessary for graduation.

Students whose courses of study permit may elect a maximum of 18 semester hours in engineering, forestry, or medical science. The courses elected in these subjects must be approved by the major department and the dean of the college.

The total amount of work that a student may take in any one department toward the Bachelor of Science degree is limited to a maximum of 40 semester hours.

On or before the date announced for the spring registration, every sophomore in this group should select his major department in the Natural Sciences and arrange, under the guidance of an adviser in the major department, his program of studies for the following year. He

should obtain the adviser's written approval of all courses selected in the division before submitting his program to the dean for final action. In like manner, each upperclassman will recheck the courses in his division of concentration each year with a representative of his major department.

Bachelor of Science in Civil, Electrical, or Mechanical Engineering

The College of Engineering offers four year programs in civil, electrical, and mechanical engineering leading to the degrees of B.S. in C.E., B.S. in E.E., and B.S. in M.E. All curricula of the College of Engineering are fully accredited by the Engineers' Council for Professional Development.

Recognizing the desirability of combining a maximum of liberal arts studies with professional engineering training, the College of Engineering has developed, in addition to the regular programs, a special plan of cooperation with approved liberal arts colleges. Under this plan, which is often called the three-two plan, an outstanding student may follow an approved program of study at a cooperating liberal arts college for an initial period of three years and then complete his studies at the College of Engineering in two more years. At the end of the total period of five years, a degree of Bachelor of Arts or Bachelor of Science is granted by the liberal arts college, and a degree of Bachelor of Science in a designated branch of engineering by the College of Engineering. Inquiries concerning this plan should be addressed to the Dean, College of Engineering, Duke University.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

See the *Bulletin of the College of Engineering* for courses substituted by Air Force ROTC and Naval ROTC students in the following curricula:

Uniform Freshman Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
Engrg	1	Engineering Drawing . . .	2	Engrg	2	Descriptive Geometry . . .	2
Engl	1	English Composition . . .	3	Engl	2	English Composition . . .	3
Hist	E1	History	3	Hist	E2	History	3
Math	5	College Algebra	3	*Math	50	Analytic Geometry	3
Math	6	Trigonometry	3	*Math	51	Calculus I	3
Phys	41	Physics	4	Phys	42	Physics	4
		Physical Education	1			Physical Education	1
			19				19

*Courses which must be passed before engineering academic standing can be advanced.

DUKE UNIVERSITY

GROUP ONE

CIVIL ENGINEERING

Sophomore Year

FIRST SEMESTER

		S.H.
Chem	1	Chemistry..... 4
CE	51	CE Fundamentals..... 1
*CE	61	Surveying I..... 4
Economics		51 or Political Science... 3
Engrg	57	Statics..... 3
Math	52	Calculus II..... 3
PE		Physical Education..... 1

19

SECOND SEMESTER

		S.H.
Chem	2	Chemistry..... 4
CE	62	Surveying II..... 2
Economics		52 or Political Science... 3
Engl	E93	Advanced Composition... 3
*Engrg	107	Strength of Materials... 3
Math	53	Calculus III..... 3
PE		Physical Education..... 1

19

Junior Year

FIRST SEMESTER

		S.H.
CE	113	Route Surveying..... 2
*CE	131	Structural Mechanics I... 3
EE	123	Electric Circuits..... 4
Engrg	58	Dynamics..... 3
		†Electives..... 6

18

SECOND SEMESTER

		S.H.
CE	118	Engineering Materials... 2
CE	135	Soils Mechanics..... 3
CE	140	Structural Mechanics II.. 3
Engrg	109	Materials Laboratory... 1
*Engrg	128	Hydraulics..... 3
		†Electives..... 6

18

Senior Year

FIRST SEMESTER

		S.H.
CE	123	Hydraulic Engineering... 3
CE	132	Steel and Timber..... 4
CE	137	Seminar..... 1
ME	103	Thermodynamics..... 3
ME	115	Mech. Eng'g. Laboratory. 1
		†Electives..... 6

18

SECOND SEMESTER

		S.H.
CE	116	Transportation Engineer.. 3
CE	124	Sanitary Engineering... 3
CE	133	Reinforced Concrete.... 4
CE	146	Professional Engineering.. 2
		†Electives..... 6

18

GROUP TWO

ELECTRICAL ENGINEERING

Sophomore Year

FIRST SEMESTER

		S.H.
Chem	1	Gen. Inorg. Chemistry... 4
EE	51	E. E. Orientation..... 1
EE	71	Instrumentation..... 1
Engrg	57	Statics..... 3
Engl	E93	Advanced Composition... 3
Math	52	Calculus II..... 3
Phys	75	Modern Physics..... 3
PE		Physical Education..... 1

19

SECOND SEMESTER

		S.H.
Chem	2	Gen. Inorg. Chemistry... 4
*EE	52	E. E. Principles I..... 4
Engl	151	Public Speaking..... 3
Math	53	Calculus III..... 3
ME	52	Kinetics-Mechanism.... 4
PE		Physical Education..... 1

19

*Courses which must be passed before academic standing can be advanced.

†Part of a planned program of electives with minimums of nine semester hours required in the humanities and social sciences of all students and nine semester hours required in mathematics, sciences, or technical subjects of students not taking military science.

Junior Year

FIRST SEMESTER

		S.H.
Econ	51	Prin. of Economics..... 3
EE	101	E. E. Principles II..... 3
EE	107	E. E. Prin. Laboratory... 1
Engrg	107	Strength of Materials.... 3
Engrg	109	Materials Laboratory.... 1
Math	111	Math. Analysis for Engrs. 3
ME	103	Engrg. Thermodynamics. 3
ME	115	M. E. Laboratory..... 1
		—
		18

SECOND SEMESTER

		S.H.
Econ	52	Prin. of Economics..... 3
*EE	102	E. E. Principles III..... 3
EE	108	E. E. Prin. Laboratory... 1
EE	106	Intro. to Electronics.... 3
EE	114	Electronics Laboratory... 1
ME	104	Applied Thermodynamics 3
ME	105	Fluid Mechanics..... 3
ME	116	M. E. Laboratory..... 1
		—
		18

Senior Year

FIRST SEMESTER

		S.H.
EE	163	Elec. Mach. Laboratory.. 1
EE	165	E. E. Seminar..... 1
EE	167	Adv. Electron. Lab..... 1
EE	257	Electric Machinery I.... 3
EE	261	Adv. Electron. Networks I 3
EE		Approved EE Elective... 3
	†	Approved Elective..... 6
		—
		18

SECOND SEMESTER

		S.H.
EE	164	Elec. Mach. Laboratory.. 1
EE	166	E. E. Seminar..... 1
EE	168	Adv. Electron. Lab..... 1
EE	258	Electric Machinery II.... 3
EE	262	Adv. Electron.
		Networks II..... 3
		Approved E. E. Elective.. 3
	†	Approved Elective..... 6
		—
		18

GROUP THREE

MECHANICAL ENGINEERING

Sophomore Year

FIRST SEMESTER

		S.H.
Chem	1	Chemistry..... 4
Econ	51	Economics..... 3
Engrg	57	Statics..... 3
Math	52	Calculus II..... 3
*ME	52	Kinematics, Kinetics.... 4
PE		Physical Education..... 1
		—
		18

SECOND SEMESTER

		S.H.
Chem	2	Chemistry..... 4
Econ	52	Economics..... 3
Engrg	107	Strength of Materials.... 3
Engrg	109	Materials Laboratory.... 1
Engrg	E93	Advanced Composition... 3
Math	53	Calculus III..... 3
PE		Physical Education..... 1
		—
		18

Junior Year

FIRST SEMESTER

		S.H.
EE	123	Electric Circuits..... 4
ME	101	Thermodynamics..... 3
ME	105	Fluid Mechanics..... 3
ME	107	Materials and Processes.. 3
ME	113	Mech. Eng. Laboratory.. 1
ME	150	Machine Design..... 2
		Elective..... 3
		—
		19

SECOND SEMESTER

		S.H.
EE	124	Electric Machinery..... 4
*ME	102	Thermodynamics..... 3
*ME	106	Heat Transfer..... 3
ME	114	Mech. Eng. Laboratory.. 1
*ME	151	Machine Design..... 5
		Elective..... 3
		—
		19

*Courses which must be passed before engineering academic standing can be advanced.

†It is recommended that at least 6 semester hours of the approved electives of the senior year be taken in liberal arts. Each student must carry a carefully planned approved program of electives, designed to meet a particular objective.

Senior Year

FIRST SEMESTER			SECOND SEMESTER		
		S.H.			S. I
Math 111	Mathematical Analysis...	3	ME 154	Refrigeration.....	3½
ME 153	Heating, Air Conditioning	3½	ME 158	Industrial Engineering.	3
ME 155	Int. Combustion Engines.	3	ME 160	Mech. Eng. Laboratory	2
ME 159	Mech. Eng. Laboratory..	1	ME 162	Power Plants.....	3
ME 171	Instrumentation.....	2	ME 163	Advanced Mechanics..	3
ME 173	Seminar.....	2	ME 174	Seminar.....	1
	Elective.....	3		Elective.....	3
		17½			18½

*Courses which must be passed before engineering academic standing can be advanced.

Bachelor of Science in Nursing Education

The requirements for the degree of Bachelor of Science in Nursing Education are designed to prepare qualified graduate nurses for administrative, teaching, and supervisory positions in schools of nursing and in nursing service agencies.

To be eligible for admission to Duke University as a candidate for this degree a student must meet the following requirements:

1. Graduation from an approved secondary school with at least fifteen acceptable units of credit. (See specific requirements for admission to Trinity College and the Woman's College.)

2. Graduation from an approved school of nursing which provides satisfactory preparation in medical, surgical, pediatric, and obstetric nursing, as a minimum (psychiatric nursing is desirable).

3. Satisfactory scores on specified tests.

4. Supervisory ratings from three individuals, preferably former teachers and supervisors with whom the individual has had fairly recent contact.

Credit for 120 semester hours (exclusive of physical education) with a quality point ratio of 1.9 is required for the degree of Bachelor of Science in Nursing Education. The work of the final year must be taken in residence at Duke University. The program of studies leading to this degree must include:

	S.H.
1. MINIMUM GENERAL EDUCATION REQUIREMENTS.....	38-50
May be taken at Duke University or at any accredited college or university.	
English 1-2	6
*Natural science	8
History (1-2 or 51-52)	6
Economics (51-52)	
Political Science (61-62)	3-6
Sociology (91-92 or 101)	
Psychology (91, 100 or 101)	3-6
†Electives	12-18
2. BASIC NURSING PROGRAM.....	maximum 40
May be taken at the Duke School of Nursing or at any approved school of nursing. The amount of credit which is granted for the nursing school program is determined on an individual basis.	

* Botany 1-2, Chemistry 1-2, Geology 51-52, Physics 1-2, Zoology 1-2.

† Literature, art, music, religion, ethics, and language are suggested.

3. COURSES IN EDUCATION AND NURSING EDUCATION.....	3
88 Psychological Foundation of Modern Education.....	3
118 Educational Psychology—Psychological Development.....	3
160N Social Foundations of Nursing Education.....	3
101N The Curriculum of the School of Nursing.....	3
115-116N Nursing Education: Principles and Practices.....	8
117 Community Nursing Service—Seminar in Field Trips to Community Agencies	3
4. FIELD OF CONCENTRATION.....	15
Fifteen semester hours in one field, such as chemistry, physics, psychology, sociology, zoology, or in a clinical area in conjunction with related subjects. No freshman work may be included in these 15 semester hours.	
5. PROFESSIONAL EXPERIENCE	
One year of experience as a graduate nurse is required before the degree is awarded.	

Academic-Professional Courses

The provision whereby a senior may elect the work of the first year in a professional school of the University shall apply solely to eligible students in Trinity College or the Woman's College. The privilege of completing a combined course for the degree is conditioned upon admission to the professional school at the close of the junior year. A student thus admitted registers as a senior in the College and as a first-year student in the professional school.

ACADEMIC-FORESTRY COMBINATION

A student who has completed the program of study given below with an average grade of C or higher in accordance with the academic regulations as stated in this Bulletin may, with the approval of the Dean of the College and the Admissions Committee of the School of Forestry, transfer to the School of Forestry. Upon the satisfactory completion of the work of the first year in the School of Forestry the student may become eligible for the degree of Bachelor of Science from Trinity College, Duke University. This provision shall apply solely to eligible undergraduates who have completed three years in residence at Duke University.

Students wishing information concerning admission to the School of Forestry are invited to consult with the dean of that school. Completion of the first three years of work necessary to qualify for the Academic-Forestry Combination does not insure admission to the Duke University School of Forestry, nor impose any restriction upon the School's freedom in selecting students for admission. The professional degree of Master of Forestry may be obtained upon the satisfactory completion of the work of the second year in the School of Forestry.

The program of studies in preparation for admission to the School of Forestry under the combination program includes the following work:

UNIFORM COURSE REQUIREMENTS

	S.H.
Uniform Course Requirements for the B.S. Degree	48-66
Additional Required Courses	24-26
Electives to Make a Total of	94
Summer Field Work	13

These requirements are described in the Requirements for the Bachelor of Science degree in this Bulletin. Spanish may be substituted for French in the foreign language requirement. The natural science requirement is met by completion of Botany 1-2. The economics, history, or political science requirement is met by completion of Economics 51-52. The student who does not present for entrance two acceptable units in history must meet the restricted elective requirement by completion of 6 semester hours in history.

ADDITIONAL REQUIRED COURSES.—The additional required courses are as follows:

	S.H.
Chemistry 1-2	8
Engineering Drawing 1-2	4
Geology 51	4
Physics 1-2	8
	24

ELECTIVES.—The electives are normally chosen from botany, chemistry, economics, mathematics and philosophy. A minimum of 94 semester hours must be obtained, exclusive of summer field work, to meet uniform course requirements, additional required courses, and electives.

SUMMER FIELD WORK.—This work of 13 weeks, preferably to be taken upon completion of the junior year, includes:

	S.H.
Civil Engineering S110. Plane Surveying	4
Forestry S150. Forest Surveying	5
Forestry S151. Forest Mensuration	4
	13

Students in this combination should have their programs approved by the special adviser for students in the Academic-Forestry Combination. The name of this adviser may be obtained at the dean's office.

ACADEMIC-LAW COMBINATION

A student who has completed with an average grade of C or higher, 96 semester hours of undergraduate work, including the uniform course requirements for the degree of Bachelor of Arts and the work of the junior year in his major and related fields, may, with the approval of the dean of the College, transfer to the Duke University School of Law and be eligible for the degree of Bachelor of Arts from Duke University upon the satisfactory completion therein of the work of the first year.

It is understood that this provision shall apply solely to eligible undergraduates who have completed three years in residence in Duke

University, and that not less than the full first-year's work of the Law School will be acceptable for credit towards the bachelor degree.

No single discipline or program of study can be described as the best preparation for the study of law since there are various methods of approach to legal study.

Completion of the undergraduate work necessary to qualify for the Academic-Law Combination does not insure admission to the Duke University School of Law, nor impose any restriction whatever upon its freedom in selecting students for admission. Students wishing further information are invited to consult with the Dean of the School of Law.

ACADEMIC-NURSING COMBINATION

A student who completes the three-year nursing program with an average grade of C or better may, upon recommendation of the Dean of the School of Nursing, apply for admission to the Woman's College of Duke University. If accepted, she may obtain the degree of Bachelor of Arts or Bachelor of Science by fulfilling the requirements of either degree.

Forty semester hours of credit toward the 120 semester hours (exclusive of physical education) required for the Bachelor's degree are allowed for the three-year nursing program. At least 30 semester hours, of which 24 semester hours must be in courses numbered 100 or above, must be taken in residence in the Woman's College. A quality point ratio of 1.9 or better is required.

The program of studies leading to the degree of Bachelor of Arts must include:

	S.H.
1. UNIFORM COURSE REQUIREMENTS	47-59
English 1-2	6
Language (completion of the third college year)	6-18
Natural Science	11
Religion	6
Social Science and History	12
Literature, Music, Art, and Philosophy	6
2. BASIC NURSING PROGRAM	40
3. FIELD OF CONCENTRATION	12
At least 12 semester hours in one department other than nursing in courses not primarily open to freshmen	12
4. ELECTIVES	9-21

To be eligible for the degree of Bachelor of Science, a student must complete the course of study outlined under the Requirements for the Degree of Bachelor of Science.

Courses of Instruction

Trinity College and the Woman's College



NOTE: Courses primarily for freshmen are numbered from 1 to 49; those primarily for sophomores are numbered from 50 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester hours following the description of the course.

The designation (w) or (E) indicates that the course is to be given on the West Campus or on the East Campus. Odd-numbered courses are offered in the fall semester, and even-numbered courses are offered in the spring semester. Double numbers separated by a hyphen indicate that the course is a year-course and must normally be continued throughout the year if credit is received. A student must secure written permission from the instructor in order to receive credit for either semester of a year-course. Double numbers separated by a comma indicate that although the course is a year-course credit may be received for either semester without special permission.

COURSES OPEN PRIMARILY TO FRESHMEN

Air Science 1-2
 Art 1-2, 1L-2L
 Botany 1, 2
 Chemistry 1-2
 Economics 11
 Education 1, 5
 English 1-2
 French 1-2, 3-4
 German 1-2, 3-4
 Greek 1-2, 15
 Health Education 41
 History 1, 2, EL-2

Latin 1-2, 3, 4
 Mathematics 1, 5, 6, 16
 Music 1-2, 11-12, 47-48
 Naval Science 101, 102
 Philosophy 48, 49
 Physical Education 1, 2
 Physics 1-2
 Political Science 11-12
 Religion 1, 2
 Spanish 1-2, 3-4
 Zoology 1, 2

AESTHETICS, ART, AND MUSIC

PROFESSOR RANSOM R. PATRICK, CHAIRMAN; ASSOCIATE PROFESSOR SUNDERLAND, DIRECTOR OF UNDERGRADUATE STUDIES IN ART; ASSOCIATE PROFESSOR HALL, SUPERVISOR OF FRESHMAN INSTRUCTION IN ART; ASSOCIATE PROFESSOR JULIA W. MUELLER, DIRECTOR OF UNDERGRADUATE STUDIES IN MUSIC; ASSOCIATE PROFESSOR BONE, SUPERVISOR OF FRESHMAN INSTRUCTION IN MUSIC; ASSOCIATE PROFESSORS JENKINS, MARKMAN, AND EARL G. MUELLER; ASSISTANT PROFESSORS BRYAN, HANKS, KLENZ, SAVILLE, AND WITHERS; MRS. BERNSTEIN, MESSRS. BRODERSON AND STARS

AESTHETICS

121. THE PRINCIPLES OF ART CRITICISM.—The development of criteria for making sound critical judgments based on analyses of painting, sculpture, architecture, and design. 3 s.h. (E)

PROFESSOR PATRICK

FOR SENIORS AND GRADUATES

202. PHILOSOPHY OF ART.—A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, and painting. Problems discussed include: the nature and purposes of the arts; meaning in the arts; art and morality; the role of standards in art criticism; aesthetic judgment; interpretation and evaluation. 3 s.h. (E)
ASSISTANT PROFESSOR WELSH

221-222. HISTORY OF AESTHETICS.—Theories of art and beauty in the western world from antiquity to the present. Some attention will be given the developed theories of aesthetics in the Far East. (Formerly 213-214) 6 s.h. (E)
PROFESSOR PATRICK

ART

HISTORY OF ART

1-2. INTRODUCTION TO ART HISTORY.—A historical survey of the development of architecture, sculpture, painting, and the minor arts as material manifestations of the culture of the western world from ancient to modern times, with some reference to primitive, Oriental, and other non-western cultures. The visual arts as a record of a whole civilization. The course will provide the student with terminology and principles necessary to formation of judgments. Open only to freshmen; others, see Art 51-52. 6 s.h. (E & W)
STAFF

51-52. INTRODUCTION TO ART HISTORY.—A historical survey of the development of architecture, sculpture, painting, and the minor arts as material manifestations of the culture of the western world from ancient to modern times, with some reference to primitive, Oriental, and other non-western cultures. The visual arts as a record of a whole civilization. The course will provide the student with terminology and principles necessary to formation of judgments. The aims of this course are identical with those of Art 1-2; the content and method are adapted to the capacities of upperclassmen. Not open to upperclassmen who have received credit for Art 1-2. A senior in his last semester may receive credit for one semester. 6 s.h. (E & W)
STAFF

131. THE ARCHITECTURE OF ANTIQUITY AS CULTURAL EXPRESSION.—The course will illustrate by means of the major architectural works of Egypt, Mesopotamia, the Aegean world, Greece, and Rome the basic ideas underlying the formation and development of the western tradition. 3 s.h. (W)
ASSOCIATE PROFESSOR MARKMAN

132. ANCIENT SCULPTURE AND PAINTING AS CULTURAL EXPRESSION.—The visual arts of sculpture and painting as showing a more introspective and detailed expression of the ideas which motivated cultural processes. 3 s.h. (W)
ASSOCIATE PROFESSOR MARKMAN

133. MEDIAEVAL ARCHITECTURE.—A survey of Christian architecture in the Near East, the Balkans, Russia, and western Europe from the beginnings of the mediaeval style in the late classical period to its disintegration in the fifteenth century. (Formerly 101) 3 s.h. (E)
ASSOCIATE PROFESSOR SUNDERLAND

134. MEDIAEVAL PAINTING AND SCULPTURE.—A study of painting, including mosaics, manuscripts, stained glass, and sculpture, in western Europe from the late classical period through the fourteenth century. (Formerly 102) 3 s.h. (E)
ASSOCIATE PROFESSOR SUNDERLAND

135. RENAISSANCE ARCHITECTURE.—A study of the early phases of the new style based on design elements taken from ancient Rome which replaced the dying Gothic style in Italy in the fifteenth century and in the rest of western Europe in the sixteenth century. 3 s.h. (E)
ASSOCIATE PROFESSOR SUNDERLAND

137. ITALIAN RENAISSANCE PAINTING AND SCULPTURE.—The evolution of art forms in Italy during the fifteenth and sixteenth centuries with emphasis on the art of Florence, Rome, and Venice. (Formerly 123). 3 s.h. (E)
ASSOCIATE PROFESSOR JENKINS

136. NORTHERN RENAISSANCE ART.—A study of book illumination, panel painting, graphic arts, and sculpture as expressions of literary, religious, and philosophical ideas of the fifteenth and sixteenth centuries in the Low Countries, Germany, and France. The formation of the northern realistic tradition in late Gothic Art and the relationship of the North with the Italian Renaissance will be developed in detail. Some emphasis will be placed on individual artists such as the Van Eycks, Van der Weyden, Bouts, Van der Goes, Bosch, Bruegel, Grünewald, and Dürer. (Formerly 125) 3 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER

138. EUROPEAN ARCHITECTURE 1550-1750.—A study of the alteration of the High Renaissance ideal by Mannerist and Baroque designers in Italy, and the consequences for the rest of western Europe, especially for absolutist France and parliamentary England. 3 s.h. (E) ASSOCIATE PROFESSOR HALL

140. BARQUE PAINTING AND SCULPTURE.—The styles of the seventeenth and eighteenth centuries in European countries as examples of the international culture of the period. (Formerly 126). 3 s.h. (E) ASSOCIATE PROFESSOR JENKINS

139. THE RISE OF CONTEMPORARY ARCHITECTURE.—A study of the sources and evolution of the architecture of today, from the eighteenth century conflict between Romantic Historicism and Industrialism to the work of Gropius, LeCorbusier, Wright, and their successors. (Formerly 105) 3 s.h. (E) ASSOCIATE PROFESSOR HALL

142. MODERN PAINTING AND SCULPTURE.—The development of European painting and sculpture from the period of the French Revolution to the present. Introduction to parallel and contemporary trends in the United States. (Formerly 129 and 130) 3 s.h. (E) PROFESSOR PATRICK

141. AMERICAN ART.—A survey of architecture, sculpture, and painting in America from the time of the first settlers to the present day, including a consideration of the contributions of the English, Dutch, French, and Spanish to the artistic heritage of the United States. (Formerly 94) 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

143. THE HISTORY OF PRINTS AND DRAWINGS.—A historical and critical study of drawings and prints from the fifteenth century to the present with reference to functions, values, and relationships to other forms such as painting, sculpture, and the book. (Formerly 133) 3 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER

FOR SENIORS AND GRADUATES

215. RELIGIOUS ART OF THE ANCIENT NEAR EAST.—A specialized study of the development of art, particularly architecture and sculpture, as the material expression of religious ideas in Egypt, Mesopotamia, and in part of Syria and Palestine, to the Persian conquest. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

216. RELIGIOUS ART OF THE CLASSICAL WORLD.—A specialized study of the religious art, particularly architecture and sculpture, of Greece and Rome, with special emphasis on the monuments in the Near East. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

217. AEGEAN ART.—A study of the problems of Aegean art as the forerunner of Greek art and in relation to the contemporary civilization of the eastern Mediterranean world. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

218. EARLY GREEK ART.—A study of the problems of the origin and development of Greek art in the Geometric period to the end of the Archaic. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

233. EARLY MEDIAEVAL ARCHITECTURE.—The development of religious architecture from the time of Constantine to the end of the First Romanesque style in the third quarter of the eleventh century. 3 s.h. (E)

ASSOCIATE PROFESSOR SUNDERLAND

234. ROMANESQUE SCULPTURE.—The development of sculpture in western Europe from the early Christian period through the culmination of Romanesque art in the west portal of Chartres Cathedral. 3 s.h. (E)

ASSOCIATE PROFESSOR SUNDERLAND

240. ARCHITECTURE OF NORTH AMERICA.—A study illustrating the transplantation of European architectural customs since the sixteenth century; the time-lag in transit and acceptance of later European developments; the gradual assumption of confident independence in design; and the emergence of international leaders in the United States. (Formerly 106) 3 s.h. (E) ASSOCIATE PROFESSOR HALL

DESIGN

Students other than art majors may receive not more than eight semester hours credit for work in studio courses. For any number of semester hours of credit in studio courses an equal number of hours must be taken in History and Criticism. The introductory courses 1L-2L or 51L-52L are prerequisite for all courses in Design.

1L-2L. DESIGN LABORATORY.—This course aims to develop the student's visual faculty through practice with design elements and experience with media. Freshmen intending to elect further courses in Art are advised to carry this course concurrently with Art 1-2. Open only to freshmen enrolled in Art 1-2; others, see Art 51L-52L. 2 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

51L-52L. DESIGN LABORATORY.—The aims, content, and method of this course are similar to those of Art 1L-2L. Upperclassmen intending to elect further courses in Art are advised to carry this course concurrently with Art 51-52. Open only to upperclassmen enrolled in Art 51-52, and to those who have completed Art 1-2 or 51-52 without electing Design Laboratory. A senior in his last semester may receive credit for one semester. 2 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

53-54. BEGINNING STUDIO.—A studio course offering experiment and practice with formal elements of composition in various media. Particular emphasis will be given to drawing; watercolor, collage, and three-dimensional media will be secondarily considered. 4 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

55, 56. PAINTING.—A studio course designed to give experience in painting media with individual and group criticism, and discussion of important historic or contemporary ideas in painting as related to student work. Prerequisite: Art 53-54 or consent of the instructor. 4 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

157, 158. ADVANCED PAINTING.—Emphasis is given to the techniques of various painting and design media. Prerequisite: 55, 56. 4 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

159, 160. PRINTMAKING.—This course presupposes a knowledge of design and skill in drawing. Practice in wood engraving; block printing; and in copperplate engraving, etching, aquatint, and drypoint. Reference will be made to prints in relation to the design of the book, and historic examples of the art of the print will be analyzed in the study of these techniques. Prerequisite: 53-54. 4 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

DEPARTMENTAL MAJOR IN ART

Prerequisite: Introduction to Art History (1-2 or 51-52); or, with the approval of the Director of Undergraduate Studies, equivalent hours in 100 level courses which form a background for the History of Art.

Major Requirements: The student will select in consultation with the departmental adviser a sequence of courses emphasizing either the History of Art or Design.

a. History of Art: 24 semester hours which must include courses at the 100 level distributed over the entire field of Art History, and a concentration of courses in at least two areas.

b. Design: 22 semester hours, of which 16 must be in Design and 6 from courses in the History of Art and Theory.

Related Work: 18 hours which must include work in the field of Aesthetics and Criticism (Aesthetics 121, 221-222); 9 hours in two other departments should be elected from courses in History, English, German, Romance Languages, Greek, Latin

and Roman Studies, Philosophy, Sociology, Anthropology, Psychology, and the History of Religion.

MUSIC

Courses in music are offered both for the general student who wishes to acquire knowledge of music as literature and on a more technical level for those prepared to major in the field. The courses marked * are open to general students without prerequisites.

THEORY

*11-12. THEORY I.—The elements of harmony, rhythm, and form; the visual and aural recognition of scales, intervals, triads, and seventh chords, and their functions in relation to the system of tonality; harmonization of melodies; development of rhythmic discrimination. Designed for those students who wish to pursue a more technical study of music. Three lectures and two laboratory hours. Open only to freshmen. 8 s.h. (E) STAFF

*61-62. THEORY I.—An amplification of Music 11-12. Open to upperclassmen who have not had Music 11-12. 8 s.h. (E) STAFF

73-74. THEORY II.—A continuation of Music 11-12, plus analysis and composition of the smaller forms; further development of proficiency in harmonization; continuation of aural training; introductory study of counterpoint. Prerequisite: Music 11-12 or 61-62. 6 s.h. (E) ASSISTANT PROFESSORS BRYAN AND KLENZ

117-118. THEORY III.—A continuation of Music 73-74. Emphasis upon development of technical and expressive means and stylistic treatment by practical work in composition, and analysis and observation of larger forms; further study of counterpoint. The completion of an original large form composition for chamber group, chorus, or orchestra. Prerequisites: Music 11-12 or 61-62, and 73-74. 4 s.h. (E) ASSISTANT PROFESSOR KLENZ

121. CONDUCTING.—The conducting of orchestral and vocal scores. Score-reading and analysis, principles of interpretation, establishment of vocal and instrumental conductorial techniques leading to practical experience in conducting the department musical organizations in rehearsal. Prerequisites: Music 11-12 or 61-62, and 73, or consent of the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR BONE

122. ORCHESTRATION.—A study of the technical characteristics and transpositions of the instruments of the modern symphony orchestra and concert band. Instrumentation of piano scores or original compositions for string, woodwind, brass ensembles, and for full symphony orchestra or concert band. Prerequisites: Music 11-12 or 61-62, and 73, or consent of the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR BONE

HISTORY AND CRITICISM

*1-2. INTRODUCTION TO MUSIC.—Rhythm, melody, harmony, form, instruments of the orchestra, development of listening technique, and critical appreciation. Study of the lives and works of great representative composers from 1700 to the present. Open only to freshmen; others, see Music 51-52. 6 s.h. (E) ASSOCIATE PROFESSOR BONE; ASSISTANT PROFESSORS HANKS AND WITHERS

*51-52. INTRODUCTION TO MUSIC.—Rhythm, melody, harmony, form, instruments of the orchestra, development of listening technique, and critical appreciation. Study of the lives and works of great representative composers from 1700 to the present. The aims of this course are identical with those of Music 1-2; the content and method are adapted to the capacities of upperclassmen. Open only to upperclassmen who have not completed Music 1-2. 6 s.h. (E & W) STAFF

95-96. HISTORY OF MUSIC I.—Historical background and development of music in the Classical, Romantic, and Contemporary periods. Study of representative compositions from the Mannheim school through Beethoven, first semester; Schubert to the present, second semester. Prerequisites: Music 1-2 or 11-12 or 61-62, or consent of the instructor. 6 s.h. (E) ASSISTANT PROFESSORS KLENZ AND SAVILLE

*133. ORCHESTRAL LITERATURE.—A study of orchestral suites, overtures, concerti, symphonies, and symphonic poems selected from literature of the eighteenth century to the present. (Not offered in 1956-57). 3 s.h. (E)

ASSOCIATE PROFESSOR BONE

*134. CHORAL LITERATURE.—A study of representative oratorios, cantatas, and masses from Bach to Stravinsky; religious and social implications of sacred choral compositions and performance from the Baroque to the present. 3 s.h. (E)

ASSISTANT PROFESSOR SAVILLE

135. PIANO LITERATURE.—A comprehensive survey of the great works for keyboard instruments, from the time of the English virginal composers to the present. Prerequisites: Music 47A, 48A, 97A, and 98A, or consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR WITHERS

136. SOLO SONG LITERATURE.—A study of standard recital repertoire; early Italian and English songs, German lieder, the French and English art song. Open to junior and senior Applied Voice majors. 3 s.h. (E)

ASSISTANT PROFESSOR HANKS

137. CHAMBER MUSIC.—A study of form, style, and interpretation of masterpieces of chamber music. Prerequisites: Music 1-2 or 51-52, or 11-12 or 61-62, or consent of the instructor. 3 s.h. (E)

ASSOCIATE PROFESSOR J. MUELLER

138. CONTEMPORARY MUSIC.—A critical survey of contemporary stylistic trends and theory in the light of their twentieth-century background. Prerequisites: Music 1-2 or 51-52, or 11-12 or 61-62, or consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR KLENZ

145-146. HISTORY OF MUSIC II.—History and technical development of music in Mediaeval, Renaissance, and Baroque periods against a background of European cultural history. First semester: late classic, early Christian music; the evolution of Gregorian Chant; Romanesque, Troubadour, and Gothic forms. Second semester: Renaissance and Baroque (J. S. Bach). Prerequisites: Music 95-96 or consent of instructor. 6 s.h. (E)

ASSISTANT PROFESSOR KLENZ

*164. MUSIC IN THE NINETEENTH CENTURY.—A study of the music of the nineteenth century, from Beethoven to Debussy, with attention to artistic and literary influences, and the relations among the creative minds of the time. Individual projects. 3 s.h. (E)

ASSOCIATE PROFESSOR J. MUELLER

*165. OPERA.—Opera from Handel to Strauss; aesthetic and cultural implications of opera from the Baroque to the present. 3 s.h. (E)

ASSISTANT PROFESSOR SAVILLE

195-196. COLLEGIUM MUSICUM (HISTORY OF MUSIC III).—Studies in the integration of music history, theory, and performance. Survey of sources, monuments, and bibliographical techniques. Preparation for performance of representative musical literature through analysis, realization of notations, and stylistic reconstruction. Classroom discussion and reports; also laboratory. Designed for music majors in history or theory and open to others by consent of the instructor. 4 s.h. Laboratory may be taken separately under Applied Music, Medium F. (E)

ASSISTANT PROFESSOR KLENZ

MUSIC EDUCATION

57-58. VOCAL DICTION.—Problems of diction as specifically applied to the art of singing. Required of all Applied Voice majors. 2 s.h. (E)

ASSISTANT PROFESSOR HANKS

106. PIANO METHODS AND MATERIALS.—A study of the materials and methods of piano pedagogy. The appropriate choice of essential and supplementary literature. Development of technique, style, and musicianship. Supervised practice teaching. Prerequisites: Music 47A, 48A, 97A, and 98A, or consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR WITHERS

107. VOCAL PEDAGOGY.—The problems of private vocal teaching. A detailed study of the function of the vocal mechanism and of the psychological factors in teaching. Open to junior and senior Applied Voice majors, and others with the consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR HANKS

151. PUBLIC SCHOOL MUSIC EDUCATION.—For Elementary Education majors. Child voice and song; rhythmic activities; discriminative listening; music-reading; use of elementary instruments such as autoharp, tonette, and rhythm band instruments; music as a creative art in its own right and as an adjunct to other studies. 3 s.h. (E) ASSISTANT PROFESSOR SAVILLE

APPLIED MUSIC

The study of Applied Music concerns the use and understanding of technics of performance in relation to the standard literature of each medium or ensemble group. Instruction is offered in the following media: A. Piano; B. Strings; C. Woodwinds; D. Brass; E. Voice; F. Ensemble—Piano, Instrumental, Vocal, and the Departmental Ensembles listed below. Instruction in media A through E may be private or in classes limited to a minimum of 4 and a maximum of 7 students. Class instruction is restricted to the first 4 grades of proficiency. Class instruction shall be designated by adding the letter X to the appropriate medium and year-in-school classification. (Example: junior year, Woodwinds, class instruction is recorded 147CX.)

Students who wish to enroll in Applied Music courses *must* consult with the appropriate faculty member *before* registering for a course.

47A, 48A; 97A, 98A; 147A, 148A; 197A, 198A. PIANO.—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSISTANT PROFESSOR WITHERS; MRS. BERNSTEIN

47B, 48B; 97B, 98B; 147B, 148B; 197B, 198B.—VIOLIN, VIOLA, 'CELLO.—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSOCIATE PROFESSOR J. MUELLER
ASSISTANT PROFESSOR KLENZ

47C, 48C; 97C, 98C; 147C, 148C; 197C, 198C. WOODWINDS.—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSOCIATE PROFESSOR BONE

47D, 48D; 97D, 98D; 147D, 148D; 197D, 198D.—BRASS.—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSISTANT PROFESSOR BRYAN

47E, 48E; 97E, 98E; 147E, 148E; 197E, 198E. VOICE.—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSISTANT PROFESSOR HANKS

47F, 48F; 97F, 98F; 147F, 148F; 197F, 198F. ENSEMBLE.—For freshmen, sophomores, juniors, seniors. Prerequisite: consent of the instructor. 1 s.h. (E) STAFF

Credits: Credit for Media A through E is granted on the basis of 2 s.h. per semester for one period of private study and a minimum of 6 hours practice per week; 1 s.h. per semester for one period of class study and a minimum of 6 hours practice per week.

Credit for instruction in Medium F is granted on the basis of 1 s.h. per semester for one period of instruction per week and a minimum of 6 hours practice per week. No additional fee required.

For any number of hours in Applied Music an equal number of hours must be taken in Music Theory or in Music History and Criticism. Students other than Music Majors may receive not more than 8 s.h. credit for work in Applied Music.

Music Majors may take a minimum of 6 s.h. and a maximum of 18 s.h. in Applied Music according to the following areas of concentration:

Majors in Music Theory or in Music History and Criticism must earn 6 s.h. credit in Applied Music. (Credit may be reckoned from Grade I.)

Majors in Applied Music may earn a maximum of 18 s.h. credit in Applied Music.

Majors in Music Education who expect to teach music in the public schools should plan their academic programs in close consultation with the Director of Undergraduate Studies in Music. The credit hours in Applied Music required for certification are, in most states, in excess of the maximum number of hours allowable for satisfaction of the Bachelor of Arts degree at Duke University. The detailed program of courses is available through the office of the Chairman of the Department.

Fees per semester: Fees are charged for Applied Music Media A, B, C, D, and E,

and for practice facilities. They are payable to the Treasurer's Office of Duke University at the beginning of each semester as follows:

One ½ hour private lesson per week for one semester.....	\$45.00
Two ½ hour private lessons per week or one 1-hour private lesson per week for one semester.....	80.00
One 1-hour class lesson per week for one semester.....	20.00
Three hours use of cubicle with piano per week for one semester (Theory and Voice Class students).....	7.50
Six hours' use of cubicle with piano per week for one semester (Piano and private Voice students).....	15.00
Six hours use of cubicle without piano per week for one semester	10.00

DEPARTMENTAL ENSEMBLES

Brass Ensemble	Madrigal Singers
Chamber Orchestra	Piano Ensemble
Collegium Musicum	Vocal Ensemble

DEPARTMENTAL ORGANIZATIONS

Duke University Concert Band
Duke University Symphony Orchestra

DEPARTMENTAL MAJOR IN MUSIC

Prerequisite: Music 11-12 or 61-62.

Major Requirements: 24 s.h. including 6 s.h. in Applied Music. The major student shall select, in consultation with his departmental adviser, a sequence of Music courses emphasizing (a) theory, or (b) history and criticism, or (c) education, or (d) the use and understanding of a particular medium.

AIR SCIENCE

PROFESSOR KNIGHT, COLONEL, USAF, AND PROFESSOR TODD, COLONEL, USAF, CHAIRMAN;*
ASSISTANT PROFESSOR MYERS, MAJOR, USAF, DIRECTOR OF UNDERGRADUATE STUDIES;
ASSISTANT PROFESSOR BARNHILL, MAJOR, USAF, SUPERVISOR OF FRESHMAN INSTRUCTION; INSTRUCTORS KNOX, CAPTAIN, USAF AND CANFIELD, FIRST LIEUTENANT, USAF

ELIGIBILITY REQUIREMENTS.—All physically qualified freshmen who are citizens of the United States and are enrolled in Trinity College or the College of Engineering are eligible to enroll in the Air Force ROTC. Veterans may be exempted from the freshman and sophomore courses under certain conditions. In special cases where permission has been granted, certain qualified students from the Graduate and Professional Schools may be enrolled.

DEPOSIT REQUIRED.—Each student must make a deposit of twenty dollars with the University Treasurer to insure return of all government property.

AIR FORCE ROTC COURSES.—All students pursue the same generalized courses. No flying training is included in the college program. All specialized training will be given when the individual enters the Air Force.

The courses are established by the United States Air Force and are approved by the College as electives for all undergraduates. Field or laboratory instruction in leadership, drill, and exercise of command is included as a part of all courses to indoctrinate the student in the fundamental principles of command.

BASIC COURSES

The following courses are required of students in the Air Force Reserve Officers Training Corps, as outlined in the various curricula:

AS 1-2. FIRST YEAR BASIC AIR SCIENCE.—This course introduces the student to the AFROTC Program and the Field of Aviation. The fundamentals of global

* Colonel Todd replaced Colonel Knight February 1, 1956.

geography are studied in relationship to international tensions and the resulting formation of security organizations. The course concludes with an analysis of the instruments of National Military Security. 4 s.h. (w) **STAFF**

AS 51-52. SECOND YEAR BASIC AIR SCIENCE.—Stress is laid upon the elements and potentials of air power including targets, weapons, aircraft, air oceans, air bases, and Air Force operations. A survey is made of the careers open to personnel in the Air Force. 4 s.h. (w) **STAFF**

ADVANCED COURSES

All students selected to continue in Air Science pursue:

AS 101-102. FIRST YEAR ADVANCED AIR SCIENCE.—The first semester is concerned with the Air Force commander and his staff; techniques of problem solving; communications processes and Air Force correspondence; instructing in the Air Force. The second half of the course deals with military law, courts and boards and applied air science including problems of modern flight, navigation, and weather. Attention is also given to the functions of an Air Force base. Prerequisites: AS 1-2 and 51-52 or equivalent. 8 s.h. (w) **STAFF**

AS 201-202. SECOND YEAR ADVANCED AIR SCIENCE: The first semester includes career guidance, seminar studies in the principles of leadership and management in the Air Force and military aviation and the evolution of warfare. The second semester is concerned with the military aspects of world political geography and concludes with a briefing for commissioned service. Prerequisites: AS 1-2 and 51-2 or equivalent, and AS 101-102. 8 s.h. (w) **STAFF**

BOTANY

PROFESSOR OOSTING, CHAIRMAN; PROFESSOR ANDERSON, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR PHILPOTT, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS BLOMQUIST, HARRAR, AND KRAMER; ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY; ASSISTANT PROFESSOR JOHNSON; DR. CULBERSON; AND ASSISTANTS

1. GENERAL BOTANY.—An introduction to the structure and life-processes of seed plants and the environmental factors influencing their distribution. Laboratory, discussions, and field trips. Three two-hour periods. 4 s.h. (w & e) **STAFF**

2. GENERAL BOTANY.—A survey of the plant kingdom with emphasis on reproduction and an introduction to identification. Three two-hour periods. Prerequisite: Botany 1. 4 s.h. (w & e) **STAFF**

51. CULTURE AND PROPAGATION OF PLANTS.—Experimental studies of the processes involved in growth, and the application of this knowledge to the selection, growth, and propagation of plants. Prerequisite: one year of botany. 4 s.h. (w) **DR. CULBERSON**

52. PLANT IDENTIFICATION.—Practice in the identification of local plants, especially flowering plants, and a study of the principles and rules underlying plant classification. Laboratory, lectures, and field trips. Prerequisite: one year of botany. 4 s.h. (w) **PROFESSOR BLOMQUIST**

53. ECOLOGY OF ECONOMIC PLANTS.—The principles of plant growth and distribution as applied to crop plants. Forest, grassland, and representative cultivated species will be considered in relation to environment. Prerequisite: one year of a natural science. 3 s.h. (e) **ASSOCIATE PROFESSOR BILLINGS**

55. ANATOMY AND MORPHOLOGY OF VASCULAR PLANTS.—A detailed study of the vegetative and reproductive tissues of seed plants; and a survey of the several groups of vascular plants emphasizing relationships of body structures and life histories. Prerequisite: one year of botany. 4 s.h. (e) **ASSISTANT PROFESSOR PHILPOTT**

101. PRINCIPLES OF HEREDITY.—The basic principles of heredity and their significance. Lectures, three hours; laboratory, two hours; conference (attendance optional), one hour. Laboratory work includes experimental breeding of the fruit

fly. May be taken as a lecture course without laboratory. Prerequisite: one (high-school or college) course in biology, botany, or zoology. High-school or college algebra recommended. 3 or 4 s.h. (w)

ASSOCIATE PROFESSOR PERRY

103. GENERAL BACTERIOLOGY.—A study of the morphology and fundamental physiological processes of bacteria; their relationship to sanitation, public health, soil fertility, and food preservation. Prerequisite: one year of botany or zoology, or equivalent. 4 s.h. (w)

ASSOCIATE PROFESSOR HUMM

104. THE STRUCTURE AND IDENTIFICATION OF LOWER PLANTS.—A study of representative examples of algae, fungi, mosses and liverworts, including collection, identification, and classification of common forms. Offered in alternate years. Prerequisite: one year of botany. 4 s.h. (w)

PROFESSOR ANDERSON

151. INTRODUCTORY PLANT PHYSIOLOGY.—The principal physiological processes of plants, including water relations, synthesis and use of foods, and growth phenomena. Prerequisite: Botany 1, 2 or equivalent; one year of chemistry recommended. 4 s.h. (w)

PROFESSOR KRAMER

156. PLANT ECOLOGY.—The principal factors affecting plants and plant communities as they exist in different environments. Laboratory, lectures, and field trips. Prerequisites: Botany 1, 2 and 52, or equivalent. 4 s.h. (E)

ASSOCIATE PROFESSOR BILLINGS

202. GENETICS.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and interpretation of data from the breeding of plants. Offered in alternate years. Prerequisites: one year of botany or zoology, or equivalent, and college algebra. 4 s.h. (w)

ASSOCIATE PROFESSOR PERRY

203. PLANT CYTOLOGY.—A study of the structure and organization of plant cells in relation to growth, reproduction and especially heredity. Offered in alternate years. Prerequisite: one year of botany. 4 s.h. (w)

PROFESSOR ANDERSON

204. ADVANCED PLANT ANATOMY.—A study of vegetative and reproductive tissues of vascular plants including selection and preparation of fresh plant materials. An analysis of some of the significant literature bearing upon function, development and phylogeny. Prerequisite: Botany 55 or equivalent. 4 s.h. (E)

ASSISTANT PROFESSOR PHILPOTT

216. BOTANICAL MICROTECHNIQUE.—Methods and theory in preparation of plant tissues for temporary mounts and permanent microscopical slides. Prerequisite: Two years of natural science. 4 s.h. (E)

ASSISTANT PROFESSOR PHILPOTT

218. ILLUSTRATIVE TECHNIQUES.—A study of botanical illustrative methods, including theory and use of the microscope, microscopical measurements, drawing, photomicrography, botanical photography, darkroom procedure, lantern slides and the preparation of illustrative material for publication. Prerequisite: Two semesters of botany, zoology or forestry. 2 s.h. (w)

PROFESSOR ANDERSON

221. INTRODUCTORY MYCOLOGY.—Field and laboratory study of the vegetative and reproductive structures of the fungi and slime molds. Methods of collection, isolation, propagation, and identification of the major orders as represented in the local flora. Prerequisite: One year of biological science. 4 s.h. (w)

ASSISTANT PROFESSOR JOHNSON

225-226. SPECIAL PROBLEMS.—Students with adequate training may do special work in the following fields:

a. MYCOLOGY, AND PLANT PATHOLOGY. ASSISTANT PROFESSOR JOHNSON

b. CYTOLOGY. PROFESSOR ANDERSON

c. ECOLOGY. PROFESSOR OOSTING AND ASSOCIATE PROFESSOR BILLINGS

d. GENETICS. ASSOCIATE PROFESSOR PERRY

e. MORPHOLOGY AND ANATOMY OF HIGHER GROUPS.
PROFESSOR HARRAR AND ASSISTANT PROFESSOR PHILPOTT

f. MORPHOLOGY AND TAXONOMY OF LOWER GROUPS.
PROFESSORS BLOMQUIST AND ANDERSON; DR. CULBERSON

- g. PHYSIOLOGY. PROFESSOR KRAMER AND ASSOCIATE PROFESSOR NAYLOR
 i. TAXONOMY OF HIGHER GROUPS. PROFESSOR BLOMQUIST
 j. SENIOR SEMINAR.—1 s.h. (w) STAFF
 m. MICROBIOLOGY. ASSOCIATE PROFESSOR HUMM

252. ADVANCED PLANT PHYSIOLOGY.—The physicochemical processes and conditions underlying the physiological processes of plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. 4 s.h. (E)
 ASSOCIATE PROFESSOR NAYLOR

254. PLANT WATER RELATIONS.—A study of factors affecting the availability of water, its absorption and use in plants, and the effects of water deficits on plant processes. Assigned readings, reports, and lectures. Prerequisite: Botany 151 or equivalent. 3 s.h. (w)
 PROFESSOR KRAMER

255. ADVANCED TAXONOMY.—A study of the historical background of plant taxonomy, modern concepts and systems of classification, nomenclatorial problems and the taxonomy of specialized groups. Prerequisite: two years of botany, including Botany 52 or equivalent. 4 s.h. (w)
 PROFESSOR BLOMQUIST

256. COMMUNITY ANALYSIS AND CLASSIFICATION.—The development of concepts and methods in synecology leading to present applications of theory and field techniques. Prerequisite: Botany 156 or equivalent. 3 s.h. (E)
 PROFESSOR OOSTING

257. PRINCIPLES OF PLANT DISTRIBUTION.—Interpretations of floristic and ecological plant geography of world vegetation. Prerequisite: Botany 156 or equivalent. 3 s.h. (E)
 ASSOCIATE PROFESSOR BILLINGS

258. PHYSIOLOGY OF GROWTH AND DEVELOPMENT.—Consideration of the internal factors and processes leading to the production of new protoplasm and its differentiation at the cellular, tissue, and organ level in plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. 3 s.h. (E)
 ASSOCIATE PROFESSOR NAYLOR

259. ENVIRONMENTAL MEASUREMENTS.—Methods of obtaining and evaluating climatological data for ecological purposes with special attention to instrumentation and microclimate. Prerequisite: Botany 151 and 156 or equivalent. 3 s.h. (E)
 ASSOCIATE PROFESSOR BILLINGS

FOREST BOTANY

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisite: Botany 1 and 2. 3 s.h. (w)
 ASSISTANT PROFESSOR JOHNSON

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of botany. 3 s.h. (w)
 PROFESSOR HARRAR

DEPARTMENTAL MAJOR

Prerequisites: Botany 1 and 2.

Major Requirements: A minimum of 21 hours (B.S., 24 hours) of work including courses 52, 55, and 104. The remaining hours may be selected from any other courses in the Department for which the student is eligible, subject to the approval of the Departmental Adviser. All majors are expected to register for Senior Seminar for one semester of their senior year.

Related Work: Courses in at least two Natural Science Departments sufficient to total, with major work, 42 s.h. (B.S., 48 s.h.).

CHEMISTRY

PROFESSOR SAYLOR, CHAIRMAN; ASSISTANT PROFESSOR STROBEL, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSOR HILL, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS BIGELOW, BRADSHER, GLOCKER (VISITING LECTURER), GROSS, HAUSER, HOBBS, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, POIRIER AND WILDER; DRs. BUYSKE AND STANSFIELD AND ASSISTANTS

1-2. GENERAL INORGANIC CHEMISTRY.—Lectures and recitations on the elementary principles of chemistry and on the structure, preparation, properties, and uses of the elements and their compounds. The laboratory work includes qualitative analysis of some of the more common metals. One lecture, two recitations, and three laboratory hours, throughout the year. 8 s.h. (w & e)

PROFESSORS HILL AND BRADSHER; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER; DRs. BUYSKE AND STANSFIELD AND ASSISTANTS

61. FUNDAMENTALS OF ANALYTICAL CHEMISTRY.—A study of the reactions of electrolytes in solution and of chemical equilibrium illustrated by laboratory experiments involving the techniques of gravimetric, volumetric, and colorimetric analysis. One lecture, one recitation, and six laboratory hours. Prerequisites: Chemistry 1-2, and Mathematics 6 or equivalent. 4 s.h. (w)

PROFESSORS SAYLOR AND VOSBURGH; ASSISTANT PROFESSORS KRIGBAUM, POIRIER, STROBEL, AND WILDER; AND ASSISTANTS

70. QUANTITATIVE ANALYSIS.—A study of the theory and technique of inorganic gravimetric and volumetric analysis. One lecture, one recitation, and six laboratory hours. Prerequisite: Chemistry 61. 4 s.h. (w)

PROFESSORS SAYLOR AND VOSBURGH; ASSISTANT PROFESSORS KRIGBAUM, POIRIER, STROBEL, AND WILDER; AND ASSISTANTS

131. ADVANCED QUANTITATIVE ANALYSIS.—A second course in the theory and technique of inorganic analysis with special reference to the analysis of complex materials. One lecture and six laboratory hours. Prerequisite: Chemistry 70. 3 s.h. (w)

PROFESSORS VOSBURGH AND SAYLOR AND ASSISTANTS

151-152. ORGANIC CHEMISTRY.—An introduction to the study of the compounds of carbon in which the chemistry of aliphatic and aromatic compounds is considered. Laboratory experiments are selected to illustrate the more important reactions and preparations of organic compounds. Two lectures, one recitation, and three laboratory hours. Prerequisite: Chemistry 61. Course 151 is prerequisite for 152. 8 s.h. (w)

PROFESSORS BIGELOW, BRADSHER AND HAUSER; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSOR WILDER; AND ASSISTANTS

206. ELEMENTS OF THEORETICAL CHEMISTRY.—A course in the general principles of physical chemistry for students who do not present credit in calculus. Credit is not given for both 206 and 261-262. Three recitation and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics, 8 s.h., and Mathematics, 6 s.h. With the permission of the Director of Graduate Studies, graduate students from other departments may offer other advanced science courses in place of some of these prerequisites. 4 s.h. (w)

PROFESSOR SAYLOR

215. ADVANCED INORGANIC CHEMISTRY.—A study of modern theories of valence and molecular structure; also of inorganic compounds, particularly the less common types, illustrated by suitable laboratory preparations. Prerequisites: Chemistry 261-262, or 206. 1, 3, or 4 s.h.

PROFESSORS VOSBURGH AND HILL

216. NUCLEAR CHEMISTRY.—Types and elementary theory of nuclear reactions and the considerations involved in the use of tracers in chemical studies. 1 s.h. Prerequisites: Chemistry 261-262; 262 may be taken concurrently. PROFESSOR HILL

233. INSTRUMENTAL ANALYSIS.—A study of physical measuring instruments in chemical analysis with special attention to optical instruments. One lecture and three laboratory hours. Prerequisites: Chemistry 70 and one year of physics. 2 s.h. (w)

ASSISTANT PROFESSOR STROBEL

234. **PHYSICO-CHEMICAL METHODS OF ANALYSIS.**—Discussion of physico-chemical principles as applied to instrumental methods of analysis, illustrated by laboratory experiments with emphasis on methods involving electrical techniques. One lecture and three laboratory hours. Prerequisites: Chemistry 70 and either 261-262 or 206; either of the latter may be taken concurrently. 2 s.h. (w)

ASSISTANT PROFESSOR STROBEL

251. **QUALITATIVE ORGANIC ANALYSIS.**—Systematic identification of organic compounds, including a study of solubilities and classification reactions. One lecture and six laboratory hours. With permission of the Director of Graduate Studies, graduate students may take three hours of laboratory work instead of six and receive 2 semester hours credit. Prerequisites: Chemistry 70 and 151-152. 2 s.h. (w)

PROFESSOR HAUSER

252. **ADVANCED ORGANIC PREPARATIONS.**—A laboratory course designed to supplement the student's knowledge of fundamental organic processes by a selected group of laboratory exercises accompanied by oral discussions of techniques and theories pertinent to the experiments. Five hours laboratory and lecture with lectures in alternate weeks. Prerequisite: Chemistry 70 and 151-152. 2 s.h. (w)

ASSOCIATE PROFESSOR BROWN

261-262. **PHYSICAL CHEMISTRY.**—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics, 8 s.h., and Mathematics 51-52 or equivalent. 6 s.h.

PROFESSOR HOBBS

271. **INTRODUCTION TO RESEARCH.**—Lectures on the use of chemical literature, research methods, recording and publication of results, and other topics. One lecture. 1 s.h. (w)

ASSOCIATE PROFESSOR BROWN

275-276. **RESEARCH.**—The aim of this course is to give instruction in methods used in the investigation of original problems. It is open to seniors by permission of the Director of Undergraduate Studies. Nine hours a week and conferences. 3 or 6 s.h. (w)

PROFESSORS BIGELOW, BRADSHAW, GROSS, HAUSER, HILL, HOBBS, SAYLOR, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER

DEPARTMENTAL MAJOR

A. For the degree of A.B.

Prerequisites: Chemistry 1-2, Mathematics, 6 s.h.

Major Requirements: 22 s.h., including Chemistry 61, 70, 151-152, and an additional 6 or 7 s.h., which may be satisfied by 261-262 or by 206 together with 2 or 3 s.h. selected from courses 131, 233, 234 and 251.

Related Work: 20 s.h., including Physics 1-2 or Physics 41-42 with the remainder usually in Botany, Geology, Mathematics, Physics, or Zoology.

B. For the degree of B.S.

Prerequisites: Chemistry 1-2, Mathematics, 6 s.h.

Major Requirements: Chemistry 61, 70, 131, 151-152, 234, 251, 261-262.

Related Work: 18 s.h., including Physics, 8 s.h., and Mathematics 50, 51, and 52.

The language requirements must be satisfied by German and either French or Russian.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR HOOVER, CHAIRMAN; PROFESSOR DE VYVER, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSORS BLACK, HANNA, HUMPHREY, LANDON, RATCHFORD, SIMMONS, SMITH, AND SPENGLER; ASSOCIATE PROFESSORS JOERG, LEMERT, MCKENZIE, SAVILLE, AND SHIELDS; ASSISTANT PROFESSORS BELL, CARTER, DEWEY, AND DICKENS; MESSRS. BOWDEN, GOFFMAN, HUNTLEY, PARTHEMOS, AND RING; MRS. KREPS

The courses offered by the Department are listed under three divisions, Economics, Accounting, and Business Administration.

In general, the Economics courses aim to develop in the student such critical and analytical skills as underlie the ability to understand economic problems and institutions, both in their contemporary and in their historical setting. While no particular vocational or professional goal is emphasized, these courses furnish the academic background necessary for many positions in industry, for work in the economic branches of government service, and for graduate study in economics and the social sciences.

Courses in Accounting and Business Administration, although more concerned with general principles than with specific applications, stress in greater measure than courses in Economics the knowledge and techniques useful to students definitely preparing for business careers. The student who majors in Accounting may elect courses in accountancy, business law, and related work, sufficient to qualify for admission to C.P.A. examinations.

Economics 51-52 must be passed by all students planning to elect further courses in Economics and Business Administration.

ECONOMICS

51-52. PRINCIPLES OF ECONOMICS.—6 s.h. (E & W)

STAFF

Sections of Economics 51 will be offered during the spring semester, and sections of Economics 52 will be offered during the fall semester.

103. TRANSPORTATION.—Essential features, problems, and competitive positions of rail, highway, air, and inland-water transportation, with most emphasis on rail transportation. Special attention is given to the economic significance of transportation, and to cost factors, rates and their economic effects and regulations. 3 s.h. (W)

PROFESSOR LONDON

132. THE ECONOMIC HISTORY OF THE UNITED STATES.—A study of the agricultural, industrial, commercial, and financial progress of the United States from colonial times to the present day. 3 s.h. (W)

PROFESSOR SMITH; ASSOCIATE PROFESSOR SAVILLE

149. INTERMEDIATE ECONOMICS.—This course develops methods of economic analysis beyond the principles level. Major emphasis is laid on the determination of price and distribution of income. These problems are studied in the context of both competitive and monopolistic market structures. 3 s.h. (W) STAFF

150. ECONOMIC THOUGHT SINCE ADAM SMITH.—A course of readings in the leading economic writers of the 19th and 20th Centuries. There will be weekly individual conferences, and occasional essays. Prerequisite: Economics 149 and permission of the department. 3 s.h. (W) ASSOCIATE PROFESSOR MCKENZIE; STAFF

152. GLOBAL GEOGRAPHY.—The subject matter involves resources patterns and world affairs, geonomic problems, geocultural problems, and geographic factors affecting geopolitical questions. 3 s.h. (E)

ASSOCIATE PROFESSOR LEMERT

153. MONEY, CREDIT AND BANKING.—This course begins with a study of the nature, characteristics, and functions of money, credit, and the commercial banking system. It covers also the history of commercial banking in the United States; the foundation, organization, and functions of the Federal Reserve System; the supervision and control of commercial banks; deposit insurance; and the value of money. 3 s.h. (W)

PROFESSOR SIMMONS; PROFESSOR RATCHFORD; ASSOCIATE PROFESSOR SAVILLE; ASSISTANT PROFESSOR DEWEY

155. LABOR PROBLEMS.—An examination of present-day labor problems followed by an intensive study of methods used by employers and workers in meeting those problems. 3 s.h. (W)

PROFESSOR DE VYVER; ASSISTANT PROFESSOR CARTIER

161. EUROPEAN ECONOMIC PROBLEMS.—This course deals with the losses and economic dislocations of the war, the problem of developing a new pattern of intra-European and world trade, the effort to stabilize prices, expand investments and production, and the effect of economic planning and controls. 3 s.h. (W)

PROFESSOR HUMPHREY

169. ECONOMICS OF CONSUMPTION.—Economic problems of the family. Factors determining choice; commercial and legal standards for consumer's goods; consumer credit and co-operation; income and standards of living. 3 s.h. (w)

ASSOCIATE PROFESSOR SAVILLE

186. LATIN-AMERICAN ECONOMICS.—Facts and factors in the economic structure and growth of the Latin-American nations; population, labor productivity, and standards of living; problems of industry, agriculture, and mining; transportation and public utilities; monetary and fiscal policies; the migration of capital; economic thought and institutions. 3 s.h. (w)

PROFESSOR SMITH

187. PUBLIC FINANCE.—This is a general course in the principles of public finance. It covers the constitutional, economic, and administrative aspects of public revenues, public expenditures, public debts, and intergovernmental fiscal relations. Special attention is given to current trends and problems. 3 s.h. (w)

PROFESSOR RATCHFORD

189. BUSINESS AND GOVERNMENT.—An examination of the public policies which most directly affect the operation of competition in the business world. The course considers the leading philosophies of public control and economic development, the validity of their presuppositions, and their influence on legislation, court decisions, and administrative law. 3 s.h. (w)

ASSISTANT PROFESSOR DEWEY

193. ECONOMIC SYSTEMS.—A study of alternative economic systems. An historical and analytical study of the basic elements of capitalism and of collectivist types of economic systems. Particular attention is given to an analysis of the economic system of Soviet Russia. Credit for this course will be given only if the student takes Economics 194. Prerequisite: permission of the department. 3 s.h. (w)

[Not offered in 1956-57.]

PROFESSOR HOOVER

194. ECONOMIC FUNCTIONS OF THE STATE.—A continuation of Economics 193. A consideration of the economic functions of society and of the contrasting roles of the state in the various economic systems in carrying on these functions. The Nazi system, the quasiosocialized economics of Europe, as well as the modifications of old-style capitalism in the United States are analyzed. Prerequisite: Economics 193. 3 s.h. (w)

PROFESSOR HOOVER

[Not offered in 1956-57.]

201. SENIOR SEMINAR IN ECONOMICS.—Problems in theory and applied economics. Readings, reports, and discussion of selected topics. For majors in Economics, with consent of the Department. 3 s.h. (w)

STAFF

204. ADVANCED MONEY AND BANKING.—Structure and functioning of the monetary and banking mechanism. Presupposes a thorough grounding in the field. Particular attention is given to significant areas involving issues of economic policy. Primary emphasis is placed upon the underlying basis of monetary management and upon its implementation by the central banking authorities. 3 s.h. (w)

PROFESSOR SIMMONS

217. POPULATION PROBLEMS AND RESOURCES.—Survey of population theory and policy. Study of national and international trends in population—growth and resource-use, together with analyses of their economic and social implications. 3 s.h. (w)

PROFESSOR SPENGLER

218. BUSINESS CYCLES.—A study of the various types of cyclical movements in industry, with special emphasis on cycle theory and methods of controlling or modifying business cycles. 3 s.h. (w)

PROFESSOR HUMPHREY

219. ECONOMIC PROBLEMS OF UNDER-DEVELOPED AREAS.—Consideration and analysis of the economic and related problems of under-developed countries. Some attention will be given to national and international programs designed to accelerate the solution of these problems. 3 s.h. (w)

PROFESSOR SPENGLER

231. ECONOMIC HISTORY OF EUROPE.—The economic development of Europe from medieval times to the present, treating such topics as the guilds, mercantilism, money, banking, crises, the Industrial Revolution, the interrelationships of government and business, and the economic consequences of war. 3 s.h. (w)

PROFESSOR SMITH

233. STATE AND LOCAL FINANCE.—A study of expenditures, taxation, and financial administration in state and local governments with emphasis on current problems. Special attention will be given to research methods and materials and to the financial relations between state and local governments. Prerequisite: Economics 187 or consent of instructor. 3 s.h. (w) PROFESSOR RATCHFORD

237-238. STATISTICAL METHODS.—A study of statistical methods appropriate for dealing with problems in business and the social sciences. In addition to developing more thoroughly the subjects considered in *Business Statistics*, the following methods will be considered: simple, multiple, partial, and curvilinear correlation; curve fitting; probability; sampling distributions; and statistical inference. Prerequisite: Economics 138 or consent of the instructor. Either semester may be taken for credit. 6 s.h. (w) PROFESSOR HANNA

240. NATIONAL INCOME.—A critical survey of the conceptual framework and structure of national income and its components, the reliability of national income estimates, and their use in analyzing questions of economic policy. 3 s.h. (w) PROFESSOR HANNA

243. MATHEMATICAL ECONOMICS.—A systematic survey of mathematical economic theory. The principal topics are conditions of static equilibrium, including stability conditions, dynamic models using difference equations, and linear production models of input-output analysis and activity analysis. 3 s.h. (w) ASSOCIATE PROFESSOR MCKENZIE

244. INTRODUCTION TO ECONOMETRICS.—The theory of statistical model building in economics. The identifiability of parameters in a system of linear difference equations. The statistical estimation of parameters. The design of dynamic economic models. 3 s.h. (w) ASSOCIATE PROFESSOR MCKENZIE

256. LABOR LEGISLATION AND SOCIAL INSURANCE.—A study of the relations of the state to labor problems with special reference to remedial legislation, to interference in labor disputes, and to social insurance. Prerequisite: Economics 155 or with the consent of the instructor. 3 s.h. (w) PROFESSOR DE VYVER
[Not offered in 1956-57.]

257. DYNAMICS OF THE LABOR MOVEMENT.—A study of the forces which have shaped the growth of the labor movement. Special emphasis on the origin of modern trade unionism, relating its growth with western philosophical developments, and with the changing economic and social structure of society in Europe and America. 3 s.h. (w) ASSISTANT PROFESSOR CARTER

262. TRADE UNIONISM AND COLLECTIVE BARGAINING.—An intensive survey of the trade union as an economic institution is followed by a study of the principles and problems of union-management relationship as found in collective bargaining. Prerequisite: Economics 155 or equivalent. 3 s.h. (w) PROFESSOR DE VYVER
[Not offered in 1956-57.]

265. INTERNATIONAL TRADE AND FINANCE.—A study of the fundamental principles of international trade and foreign exchange. Subjects covered will include international specialization, balance of payments, foreign investments, tariffs and commercial policies, exchange control, exchange rates, and international monetary problems. 3 s.h. (w) PROFESSOR HUMPHREY

268. COMPETITIVE VERSUS MONOPOLISTIC ENTERPRISE.—A study of monopoly and imperfect competition as disturbances of a free, self-regulating market economy in an individualistic democratic political system; of the possibilities of public and private action respecting the preservation of these systems; and of the implications of planning and public welfare policies. 3 s.h. (w) ASSISTANT PROFESSOR DEWEY

[Not offered in 1956-57]

ACCOUNTING

57-58. PRINCIPLES OF ACCOUNTING.—Principles of single proprietorship, partnership, and corporate accounting. Designed to give the student some insight into accounting techniques and an understanding of financial statements, their

preparation and interpretation. Supervised laboratory attendance optional. 6 s.h.
(w) STAFF

60. GENERAL ACCOUNTING.—A one semester course in accounting principles designed for economics majors and other non-business administration students who desire some understanding of basic accounting concepts. This course must be taken in the sophomore or junior year. Students may not receive credit for both Course 60 and Course 57-58. 3 s.h. (w) ASSISTANT PROFESSOR DICKENS; PROFESSOR DE VYVER

147. ACCOUNTING FOR CONTROL.—This course traces the ways and means of executive control through statistics and industrial accounting. Emphasis is placed upon controlling business enterprises through cost accounting, financial reports, and other techniques. This course is not open to accounting majors. Prerequisite: Economics 57-58. 3 s.h. (w) PROFESSOR BLACK

171-172. ADVANCED ACCOUNTING.—Advanced accounting theory and practice applied to the managerial problems of valuation and operation in corporations, consolidations, mergers, and liquidations. Open to students who have completed Economics 57-58. 6 s.h. (w) ASSOCIATE PROFESSOR SHIELDS

173-174. AUDITING, THEORY AND PRACTICE.—This course is primarily concerned with preparing the student to enter public accounting practice, but some attention is given to internal auditing. During the first semester, auditing techniques and methods are studied through the use of an audit practice set. The work of the second semester deals with matters of auditing and accounting policy examined from the standpoints of the supervising accountant, the business manager, and the investor. Prerequisite: Economics 171-172 and the permission of the department. 6 s.h. (w) ASSISTANT PROFESSOR BELL

175-176. C.P.A. REVIEW.—Thorough practice in classroom to prepare candidates for the Certified Public Accountant examination. The object is to train students to apply accounting principles and to work in classroom under substantially the same conditions as in the examination room. Practical accounting problems, auditing analysis and theory of accounts. Prerequisite: Economics 171-172 and permission of the department. 6 s.h. (w) PROFESSOR BLACK

Those who do not wish credit may take Economics 175-176 for \$25.00 per semester.

177. INCOME TAX ACCOUNTING.—A study of the accounting principles involved in the management of business enterprise under the requirements of Federal income tax laws. Practice is given in the preparation of tax returns. Prerequisite: Economics 171-172 or permission of the instructor. 3 s.h. (w) ASSOCIATE PROFESSOR SHIELDS

178. ACCOUNTING SYSTEMS.—A presentation of the design and use of basic accounting procedures as applied to specialized business needs. Field trips to selected business units will be arranged. Prerequisite: Economics 171-172 and the permission of the department. 3 s.h. (w) ASSISTANT PROFESSOR DICKENS

180. GOVERNMENT ACCOUNTING.—Accounting principles and methods used in the control and administration of governmental units. Emphasis is placed upon state, county, and municipal governments. Prerequisite: Economics 57-58 and permission of the instructor. 3 s.h. (w) ASSOCIATE PROFESSOR SHIELDS
[Not offered in 1956-57.]

275-276. ADVANCED INDUSTRIAL ACCOUNTING AND MANAGEMENT.—A comprehensive examination of the rationale and techniques of control methods used in industry. Emphasis is laid on a critical evaluation of the practices followed by job-order, process, and standard costing as well as the economics of overhead costs. Prerequisites: Economics 171-172 and permission of the Department. 6 s.h. (w) PROFESSOR BLACK

BUSINESS ADMINISTRATION

11. ECONOMIC GEOGRAPHY.—A course in regional economic geography embracing the study of the world's major geographic regions, their present and poten-

tial production of food and raw materials for manufacture, and the relationship between these factors and the development of manufacturing industries, cities, and commerce. Offered both semesters. 3 s.h. (E & W) ASSOCIATE PROFESSOR LEMERT

105. INDUSTRIAL MANAGEMENT.—This course deals primarily with the elements and problems of managing the operations of an industrial firm. Topics treated include the functions and responsibilities of management, qualities required in executives, organization, location, the physical plant, materials control, the planning and control of operations, industrial and market research, personnel, budgeting, purchasing, and records and reports. Offered both semesters. 3 s.h. (W) PROFESSOR LANDON AND ASSOCIATE PROFESSOR JOERG

109. THE ECONOMIC GEOGRAPHY OF LATIN AMERICA.—This course involves comprehensive study of the resources and people of Mexico, the West Indies, and Central and South America. Special emphasis is placed upon the possibilities and limitations of increases in trade between the United States and the leading Latin-American countries. Prerequisite: Economics 51-52 or permission of the department. 3 s.h. (E) ASSOCIATE PROFESSOR LEMERT

115. FUNDAMENTALS OF GEOGRAPHY.—A study of geographic influences consisting of location, maps and their interpretation, climate, topography, soils, minerals, bodies of water, plants, animals, and the works of man. This course is required of all students in the Elementary School Teaching program, and is also recommended for those intending to specialize in foreign trade or the diplomatic service. Prerequisite: Economics 51-52 or permission of the department. 3 s.h. (E) ASSOCIATE PROFESSOR LEMERT

116. PRINCIPLES OF ECONOMIC GEOGRAPHY.—A study of the economic resources of the world; the products of the agricultural and manufacturing industries; trade routes and trade centers; and influence of geographic factors on the economic development of nations. This course is recommended for those intending to specialize in foreign trade or the diplomatic service. Prerequisite: Economics 115. 3 s.h. (E) ASSOCIATE PROFESSOR LEMERT

120. ECONOMIC GEOGRAPHY OF THE PACIFIC.—The physical influences, natural resources, and economic activities of Asia, Oceania, and portions of the western coasts of North and South America with special emphasis upon their relationship to present developments. Prerequisite: Economics 51-52 or permission of the department. 3 s.h. (E) ASSOCIATE PROFESSOR LEMERT; PROFESSOR TUTHILL

138. BUSINESS STATISTICS.—A survey of the principal statistical methods and their application to economics and business administration. The course deals with collection of statistical data, construction of statistical tables and charts, and a brief study of the fundamental statistical concepts and techniques. Offered both semesters. 3 s.h. (W) PROFESSOR HANNA; ASSOCIATE PROFESSOR SAVILLE; MR. HUNTLEY

Open to juniors and to sophomores in the second semester. Not open to seniors except with the permission of the Director of Undergraduate Studies.

143. CORPORATION FINANCE.—Principles and problems in the financial organization of corporations; the study of corporate securities, the management of capital, the distribution of earnings; industrial combinations; insolvency and reorganization. Though not a prerequisite, Economics 57-58, Principles of Accounting, or Economics 60, General Accounting, are recommended to students electing this course. Offered both semesters. 3 s.h. (W) ASSOCIATE PROFESSOR JOERG AND ASSISTANT PROFESSOR BELL

144. INVESTMENTS.—A study of the investment policies of individuals and institutions; the securities markets; sources of investment information and data; the analysis and interpretation of financial statements. Prerequisites: Economics 57-58 or 60, and 143. 3 s.h. (W) ASSOCIATE PROFESSOR JOERG

158. INSURANCE.—The development and basic principles of insurance. This course covers such topics as business uses, policy contracts, costs, and regulation of insurance. Life and fire insurance are emphasized. 3 s.h. (W) ASSOCIATE PROFESSOR SAVILLE

168. **MARKETING.**—The topics covered in this course include the economic importance of markets and the marketing system; marketing functions; organization, and methods, price policies; finance; speculation; market research and the planning of marketing activities; co-operative marketing; criticism of marketing and means for improvement; and regulation. 3 s.h. (w) PROFESSOR LANDON

181. **BUSINESS LAW.**—The fundamental principles of law as applied to routine business transactions. The topics presented are: contracts, negotiable instruments, forms of business organizations. 3 s.h. (w) ASSISTANT PROFESSOR BELL; MR. RING

182. **BUSINESS LAW.**—A continuation of 181. The topics presented are: agency, bailments, sales, and related principles. 3 s.h. (w) ASSISTANT PROFESSOR BELL; MR. RING

184. **COMMERCIAL LAW FOR ACCOUNTANTS.**—A review and summation of commercial law principles as they apply to accounting theory and practice. Emphasis will be placed upon the commercial law sections of the Certified Public Accountant examinations. Students are admitted to the course by permission of the instructor. *For seniors.* 3 s.h. (w) PROFESSOR BLACK

188. **PERSONNEL MANAGEMENT.**—A study of the fundamental principles and problems of labor management and of collective bargaining under modern industrial conditions and under existing labor legislation. 3 s.h. (w) PROFESSOR DE VYVER

191. **BUSINESS POLICY.**—An integrating course, where through analysis of a series of case problems from the top management viewpoint, the student is given practice in arriving at effective courses of action to solve business problems. To complete this course satisfactorily the student will be required to draw upon the institutional knowledge and techniques acquired in the other courses in the Department. Prerequisites: Business Administration requirements through the junior year. 3 s.h. (w) STAFF

DEPARTMENTAL MAJORS

1. ECONOMICS

A. Prerequisites:

1. Students are urged although not required to take Mathematics 5 as partial fulfillment of the Minimum Uniform Requirements in the Natural Sciences and Mathematics.
2. Economics 51-52.

B. Number of hours needed: 24 hours in addition to Economics 51-52.

1. Required courses—Economics 149
Economics 153
2. Electives—18 semester hours of work in Economics (not Accounting or Business Administration) of which 9 semester hours shall be advanced courses in the Department.

C. Related Work:

1. Number of hours needed: 18 hours.
2. Required courses: one of the following—
Economics 57-58 Principles of Accounting
Economics 60 General Accounting
Economics 138 Business Statistics
3. Departments in which related work is usually taken:
Mathematics, Psychology, the social sciences and Business Administration
In special cases courses taken in other departments may be counted as related work with the approval of the department and the dean.

2. ACCOUNTING

For the requirements for a major in Accounting, see page 93 of this Bulletin.

3. BUSINESS ADMINISTRATION

For the requirements for a major in Business Administration, see page 93 of this Bulletin.

The suggested programs for Accounting and Business Administration as described on page 93 of this Bulletin are the requirements for majors in these two fields.

EDUCATION

PROFESSOR CARTWRIGHT, CHAIRMAN; PROFESSOR CARR, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSORS BOLMEIER AND CHILDS; ASSOCIATE PROFESSORS EASLEY, MCLENDON, PETTY, RUDISILL, STUMPF, AND WEITZ; ASSISTANT PROFESSORS COLVER, GEHMAN, AND REYNOLDS; ASSOCIATE PROFESSOR INGLES, DIRECTOR OF NURSING EDUCATION; PROFESSORS CLARK AND JACOBANSKY, AND ASSISTANT PROFESSORS BROCKER, MOSES, AND ZUKOWSKI

Courses in the Department of Education are designed for two groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life-work, and (2) students who desire to study the school as an outstanding social institution. The courses listed in Nursing Education are for students preparing to teach in schools of nursing.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 84 and 88 for their introductory work in the Department and then to elect further work in accordance with their special interests. Students who expect to teach in the public schools should plan their courses in accordance with the general regulations set forth under Teaching on page 94 of this catalogue. *All prospective teachers must enroll in courses 84 and 88, preferably beginning before their junior year. They are then required to complete courses 103, 118, and 101-102 or 215-2 6 in their senior year.*

1. ORIENTATION IN STUDY AND STUDY HABITS.—A course for freshmen whose high-school and other records indicate the need for help in working out satisfactory study methods and in adjusting to college life. Note-taking from reading and lectures, time planning, remedial reading, and pertinent principles of the psychology of learning are among the matters considered. *Either semester. 3 s.h.* (w)

[Not offered in 1956-57.]

5. DEVELOPMENTAL READING.—A course consisting of study and practice for the improvement of the reading and study skills. Work is provided in such areas as vocabulary, speed of comprehension, critical interpretation, organization of ideas, and versatility of method in reading for different purposes. 3 s.h. (w)

ASSOCIATE PROFESSOR RUDISILL

84. SOCIAL FOUNDATIONS OF EDUCATION.—This course is the first of four intended to give the student a thorough survey of the place and function of education and an understanding of the school as a social institution. It is an introductory course emphasizing those historical, philosophical, and sociological factors which explain trends in American education. *Either semester. 3 s.h. (w & e)*

PROFESSORS CARTWRIGHT; ASSOCIATE PROFESSORS STUMPF AND MCLENDON

NOTE: Courses 84, 88, 103, and 118 constitute a sequence of 12 hours in Education required of all prospective teachers. Students who intend to teach in the elementary school should confer with Professors Carr or Petty and students who intend to teach in the secondary school should confer with Professors McLendon or Reynolds in order to work this sequence into their schedules. See courses under Nursing Education for modified sequence of courses for students preparing to teach in schools of nursing.

88. EDUCATIONAL PSYCHOLOGY: LEARNING AND MEASUREMENT.—This course and Education 118 constitute a general introduction to the field of Educational Psychology. This course deals with (1) the psychology of learning, including: the nature of the learning process; general principles or laws of learning; the course of learning and forgetting; factors influencing efficiency in learning and retention; and the transfer of training; and (2) measurement, including: the basic concepts in the measurement of intelligence; standardized achievement tests;

the extent and significance of individual differences in ability and performance. Opportunity will be afforded for examination and study of a variety of tests of intelligence and achievement. *Either semester. 3 s.h. (E)*

ASSOCIATE PROFESSORS EASLEY AND RUDISILL;
AND ASSISTANT PROFESSOR GEHMAN

See note following course 84.

101-102. ELEMENTARY EDUCATION: PRINCIPLES AND PRACTICE.—The study of the nature, subject matter, and methods of elementary education. The course is designed to give prospective elementary teachers an understanding of basic principles and practices in the organization of instruction and of subject matter for the primary and grammar grades of the public school. Students may elect primary or grammar-grade work, according to their special interests. The specific problems which arise in the student teachers' experiences are treated in group and individual conferences. *For seniors only. 9 s.h. (E)*

PROFESSOR CARR AND ASSOCIATE PROFESSOR PETTY

NOTE: Education 101-102, 103, and 118 constitute a semester's work during the senior year.

103. ORGANIZATION AND MANAGEMENT OF THE SCHOOL.—An introduction to the problems of school organization and administration which are of particular concern to the classroom teacher. Although federal and state control over education is briefly reviewed, the main consideration is the local school system. Considerable attention is given to the administration of teaching personnel, pupil personnel, and the program of studies. *Either semester. 3 s.h. (E)*

PROFESSOR BOLMEIER AND ASSOCIATE PROFESSOR STUMPF

See notes following course 84, 101-102, 215-216.

118. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGICAL DEVELOPMENT.—This course traces the psychological development of the individual from infancy to maturity. The principal topics considered are: the interdependence of hereditary and environmental factors in development, the nature of the development process, the establishment of the early basic patterns of behavior, changes and conditions producing these changes throughout childhood and adolescence to maturity, and the origin and treatment of minor behavior disorders. Not open to students who have had Psychology 121 or 126. Prerequisite: three semester hours in psychology or educational psychology. *Either semester. 3 s.h. (E)*

ASSOCIATE PROFESSOR EASLEY AND ASSISTANT PROFESSOR GEHMAN

See notes following course 84, 101-102, 215-216.

142. CHILDREN'S LITERATURE.—Students enrolled will be allowed to specialize in literature of either the primary or the grammar grades. *3 s.h. (E)*

PROFESSOR CARR AND ASSOCIATE PROFESSOR RUDISILL

161. INTEGRATED ART IN THE PUBLIC SCHOOL.—Work in materials and methods as applied in two dimensional art. (Required of all students intending to teach in the elementary school.) *3 s.h. (E)*

MR. STARS

162. PLASTIC ART IN THE PUBLIC SCHOOL.—Work in basic three dimensional art, giving an understanding of different sculptural media with special emphasis on ceramics. The course is designed for students in elementary and secondary art education, and will provide credit toward the North Carolina Elementary and Secondary Teaching Certificates. *3 s.h. (E)*

MR. STARS

164. VOCAL MUSIC IN THE PUBLIC SCHOOL.—Materials and methods of teaching vocal music in the junior and senior high schools; emphasis on organization, administration, and performance of school choirs and ensembles; care of the changing voice. *3 s.h. (E)*

ASSISTANT PROFESSOR SAVILLE

[Not offered in 1956-57.]

166. INSTRUMENTAL MUSIC IN THE PUBLIC SCHOOL.—Materials and methods of teaching instrumental music in the junior and senior high schools; emphasis on teaching technics, repertoire, organization, and administration of the instrumental curriculum. *3 s.h. (E)*

ASSOCIATE PROFESSOR BONE

201. TEACHING AND SUPERVISION OF ARITHMETIC.—Special attention is given to the number system, the fundamental operations (with whole numbers, fractions, and decimals), percentage, and measurements. Considered also are the meaning theory, methods of teaching, problem solving, evaluation, practice and drill, and selection and gradation of arithmetical contents. The course is designed for teachers and supervisors in the elementary school. 3 s.h. (E)

ASSOCIATE PROFESSOR PETTY

203. PRINCIPLES OF SCHOOL ADMINISTRATION.—The fundamental facts and procedures of school administration, an analysis of the problems and policies of the organization and direction of a local school system and the functions of the various school officials. Prerequisite: six semester hours in education. 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE PROFESSOR STUMPF

205. CURRICULUM PROBLEMS IN SECONDARY EDUCATION.—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. 3 s.h. (E)

PROFESSOR CHILDS

215-216. SECONDARY EDUCATION: PRINCIPLES AND INTERNSHIP.—A one-semester course, the first half of which is devoted to an intensive study of principles, curriculum, and methods in secondary education. The second half consists of supervised internship in public junior or senior high schools. Students carrying this course for credit toward a master's degree will be required to take six hours of senior or graduate work in addition to the normal degree requirements. *Either semester.* 9 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON AND

ASSISTANT PROFESSOR REYNOLDS

Note: Education 215-216, 103, and 118 constitute a semester's work during the senior year.

224. TEACHING THE SOCIAL STUDIES IN ELEMENTARY SCHOOLS.—This course treats objectives, curriculum trends, methods, and materials in elementary-school social studies. Topics receiving emphasis include unit-planning, use of textbook, the reading program, the using of community resources, audio-visual materials, dealing with controversial issues, teaching time and place concepts, and evolution. Opportunity is provided for teachers to work on their own school problems in the social studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

225. THE TEACHING OF HISTORY AND THE SOCIAL STUDIES.—Evaluation of the objectives, content, materials, and methods in the teaching of History and the Social Studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

226. TEACHING READING IN THE ELEMENTARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. Practice is provided with elementary-school children suffering reading retardation, in testing, diagnosis, and daily remedial teaching. 3 s.h. (E)

ASSOCIATE PROFESSOR RUDISILL

228. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES.—An advanced treatment of curriculum, methods, and materials in the social studies. Individuals will concentrate on subjects and grade levels of their choice. 3 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON

232. SUPERVISION OF INSTRUCTION.—A survey of supervision as a means of improving instruction and adapting the curriculum to the learner and to community needs. 3 s.h. (E)

PROFESSOR CARR AND ASSOCIATE PROFESSOR MCLENDON

234. SECONDARY-SCHOOL ORGANIZATION AND ADMINISTRATION.—This course is designed especially for principals, teachers, and other prospective members of the secondary-school staff. The scope of secondary education is considered to encompass junior high school, regular high school, senior high, and junior college. Special treatment is given to the problems of internal organization and management. 3 s.h. (E)

PROFESSOR BOLMEIER

236. TEACHING READING IN THE SECONDARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. Practice is provided with secondary-school children suffering reading retardation, in testing, diagnosis, and daily remedial teaching. For secondary-school teachers of all subjects who wish to improve the reading and study habits of their students. 3 s.h. (E) ASSOCIATE PROFESSOR RUDISILL

240. EDUCATIONAL AND OCCUPATIONAL INFORMATION.—A study of the sources of occupational and educational information: methods of securing and organizing occupational information; methods of providing vocational and educational information to students through career days, college conferences, class activities, and individual counseling; methods of making job analyses and community occupational surveys. 3 s.h. (W) ASSISTANT PROFESSOR COLVER

241. PRINCIPLES OF GUIDANCE.—An historical survey of the philosophies of guidance; a study of the interrelationships between instruction, administration, and guidance in education. Prerequisite: 6 hours of psychology or educational psychology. 3 s.h. (W) ASSISTANT PROFESSOR COLVER

246. THE TEACHING OF MATHEMATICS.—This course deals with such topics as aims, curriculum, course and lesson planning, and classroom procedure for teaching secondary-school mathematics. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

253. SCHOOL LAW.—The primary purpose of this course is to familiarize prospective school administrators and teachers with the legal features of school organization and administration. Although some attention is given to constitutional and statutory provisions, the main emphasis is upon court decisions relating to education. Students are expected to select appropriate problems in school law for intensive study. 3 s.h. (E) PROFESSOR BOLMEIER

258. EDUCATIONAL MEASUREMENTS.—A critical study of the principles and techniques involved in measurement in education with opportunity for individual research. Prerequisite: 12 semester hours in the Department, including a course in educational psychology. 3 s.h. (E) ASSOCIATE PROFESSOR WEITZ

267. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL.—This course deals with such topics as aims and values, curriculum materials, classroom and laboratory procedures, field trips, lesson planning, and grade placement for science teaching in the elementary school. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

276. THE TEACHING OF HIGH-SCHOOL SCIENCE.—Discussion, lectures and collateral reading, related to such topics as aims, tests, curriculum, classroom and laboratory procedure, field trips, course and lesson planning for secondary-school science. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

290. ADMINISTRATION OF SCHOOL PROPERTY.—Planning and management of the school plant and its equipment to meet instructional, health, and community needs for immediate and long-range purposes. This course is intended for teachers and principals as well as for superintendents. Areas to be treated include site selection; trends in design, lighting, ventilation and heating; custodial service and maintenance; and financing. 3 s.h. (E) ASSOCIATE PROFESSOR STUMPF
[Not offered in 1956-57.]

NURSING EDUCATION

101N. THE CURRICULUM IN THE SCHOOL OF NURSING.—The general principles of curriculum making and the factors which determine the content and organization of the nursing school curriculum are considered in this course. 3 s.h. (W) ASSOCIATE PROFESSOR INGLES AND ASSISTANT PROFESSOR MOSES

115N-116N. NURSING EDUCATION: PRINCIPLES AND PRACTICE.—A special section of Education 115-116. Principles of teaching applied to the nursing school situations and the planning and evaluation of instruction. Ninety hours of observation and of supervised teaching in the Duke University School of Nursing

are required. Four hours of conference, observation, and practice teaching are required each week. Before beginning practice teaching students must complete thirty hours of observation. 8 s.h. (w)

117N. COMMUNITY NURSING SERVICE.—Designed for administrators, teachers, and supervisors in schools of nursing. Emphasis is on the integration of outpatient departments and community social and health agencies into the nursing school curriculum and on the preparation of nurses for community service. 3 s.h. (w)
ASSISTANT PROFESSOR BROCKER

120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. 3 s.h. (w)
ASSOCIATE PROFESSOR INGLES AND
ASSISTANT PROFESSOR ZUKOWSKI

124N. NURSING EDUCATION: TEACHING OF THE NURSING ARTS.—In this course an effort is made to help prospective teachers to integrate the facts and principles of the natural, social, and medical sciences into the teaching of nursing arts. Though major emphasis is placed upon problems which are involved in teaching the first course, the concept of the nursing arts as an integral part of each clinical area is stressed. 3 s.h. (w)
STAFF

130N. PSYCHOSOMATIC NURSING.—A study of the close relationship between mind and body in all illness, and of the techniques of observation and interview, both experimental and therapeutic. Lectures, clinics, conferences, discussions and experience with patients. 4 s.h. (w)
ASSISTANT PROFESSOR ZUKOWSKI

131N-132N. PSYCHIATRY AND PSYCHIATRIC NURSING.—An advanced study with special emphasis on personality development and the preventive and therapeutic aspects of psychiatry and psychiatric nursing. In the second semester the management of practical situations of increasing complexity is stressed. Lectures, clinics, conferences, discussions and experience with patients. 8 s.h. (w)
ASSISTANT PROFESSOR ZUKOWSKI

133N. SEMINAR IN PSYCHIATRIC NURSING.—Special study of areas such as behavior problems of children, projective tests, group therapy, mental hygiene clinics, etc. 3 s.h. (w)
ASSISTANT PROFESSOR ZUKOWSKI

134N-135N. ADVANCED MEDICAL AND SURGICAL NURSING.—A study of the medical and surgical aspects of selected diseases, aimed at giving the student a better comprehension of the total care necessary to bring about the best possible results for patients. Lectures, discussions, case histories, and planned observation and experience with patients. 8 s.h. (w)
ASSOCIATE PROFESSOR INGLES

136N. SEMINAR IN MEDICAL OR SURGICAL SPECIALTY.—Directed study in a selected medical or surgical specialty. Each student works on a problem of major interest to her. Individual research in the collection of original material. 3 s.h. (w)
ASSOCIATE PROFESSOR INGLES

160N. SOCIAL FOUNDATIONS OF NURSING EDUCATION.—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and nursing education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h. (w)
PROFESSOR JACOBANSKY

192N. PRINCIPLES AND METHODS OF TEACHING IN SCHOOLS OF NURSING.—The primary purpose of this course is to help teachers in schools of nursing to understand and to utilize generally accepted principles of learning and to carry out a more effective teaching program in a school of nursing. Instruction is given in the planning of courses, in methods of teaching in classrooms and in hospital divisions, in construction of examinations, and in the utilization of other methods of determining the effectiveness of a teaching program. 3 s.h. STAFF

193N. WARD ADMINISTRATION AND TEACHING.—This course is designed to help head nurses better to understand their functions in planning and managing a program on a hospital division which will result in improved care of patients, greater satisfaction for professional and non-professional personnel, and a more adequate teaching program for students and others. 3 s.h. (w) PROFESSOR CLARK

195N. PERSONNEL WORK IN SCHOOLS OF NURSING.—The primary purpose of this course is to help head nurses and supervisors to develop greater understanding of the principles of human behavior and greater ability to apply these principles in working with patients and others on hospital divisions, and in establishing cooperative relationships with other departments of the hospital. 3 s.h. (w) PROFESSOR JACOBANSKY

DEPARTMENTAL MAJOR

Major Requirements: 1. Number of hours needed: 24 hours in the Department. 2. Required courses: 84, 88, 103, 118; and for elementary teachers, 101-102; for secondary teachers, 215-216.

Related Work: Sufficient work in subjects to be taught to meet certification requirements in state in which student intends to teach.

MATERIALS AND METHODS COURSES

Certain courses concerned with materials and methods in teaching the various subjects in the public school curriculum are listed in the proper subject matter department. These courses are intended to give credit on teaching certificates and are recommended by the Department of Education for such credit.

SCIENCE EDUCATION MAJOR

Students desiring to teach science in secondary schools should read the description of this program on page 94.

ENGLISH

PROFESSOR WARD, CHAIRMAN; PROFESSOR BEVINGTON, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR BOWMAN, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS BLACKBURN, BOYCE, BRINKLEY, GILBERT, GOHDES, IRVING, SANDERS, STEVENSON, AND TURNER; ASSOCIATE PROFESSORS FISHER, HARWELL, MITCHELL, PATTON, REARDON, AND WHITE; ASSISTANT PROFESSORS BEVINGTON, BUDD, FRASER, JORDAN, MICHALAK, POTEAT, SCHWERMANN, SMITH, AND WETHERBY; DRS. ANDERSON, BROOKS, HENINGER, KOTTLER, LANE, MAJOR, REICHARD, SPENCER, AND WICKES; MRS. WILLIAMSON; MESSRS. CAPWELL, MORRIS, C. SMITH AND ZIMMERMAN

L. ENGLISH FUNDAMENTALS.—All freshmen whose scores on the placement tests indicate that they are not ready for English 1 must take this course. Students who fail in English L must repeat the course. Students who have earned credit in English L must also take English 1 and 2. 3 s.h. (w)

ASSISTANT PROFESSOR JORDAN AND MR. MORRIS

1-2. ENGLISH COMPOSITION.—All freshmen are required to take course 1 and course 2. (For exemptions, see Uniform Course Requirements, p. 91.)

Students who fail in English 1 or 2 must repeat the course in the following semester. Students in courses 1 and 2 who fail to make an average of "C" or better are strongly advised to earn credit for an additional course in English composition. 6 s.h. (E & W)

ASSOCIATE PROFESSOR BOWMAN AND STAFF

33. WRITING LABORATORY.—A non-credit course in elementary composition which may be elected by students who need it, or may be required of certain students under the conditions stated on page 90, "Deficiencies in Composition." Students may enter or leave this course at any time, at the instructor's discretion. (w)

MR. C. SMITH

53. ENGLISH COMPOSITION.—A course in advanced composition and grammar. Emphasis is placed first on the student's mastering the fundamental principles of English grammar and the other essentials of correct writing. Weekly themes are required. 3 s.h. (w) ASSISTANT PROFESSOR JORDAN

65-66. ENGLISH COMPOSITION.—A foundation course in imaginative writing, both prose and verse. Open to sophomores and in special cases to freshmen. The consent of the instructor is required. 6 s.h. (E) PROFESSOR SANDERS

E-93. ADVANCED COMPOSITION FOR ENGINEERS.—This course concentrates on those forms of writing most needed by men in technical fields, especially engineers. Among other types of writing, it includes business letters, technical reports, and semi-technical articles. Open to non-engineering students only upon consent of the instructor. Prerequisite: English 1 and 2. 3 s.h. (w) ASSOCIATE PROFESSOR HARWELL AND DR. ANDERSON

101. EXPOSITORY ENGLISH COMPOSITION.—The course attempts to encourage fluency and accuracy in expository expression. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 3 s.h. (w)

103-104. ENGLISH COMPOSITION.—A course in descriptive and narrative writing. Class discussion of students' manuscripts, supplemented by a critical evaluation of a few selected short stories and by individual conferences with the instructor. Open to sophomores, juniors, and seniors. The consent of the instructor should be secured as early as possible in the spring semester. Prerequisites for English 104: English 103. 6 s.h. (E) PROFESSOR BLACKBURN

SPEECH AND DRAMA

118. PERSUASIVE SPEAKING.—The psychological and sociological techniques used in gaining acceptance of ideas through speech. Study is made of the factors influencing human behavior; audience analysis and motivation; choice, arrangement, and adaptation of material. Extensive practice in persuasive speaking. Prerequisite: English 151 or consent of the instructor. 3 s.h. (w) ASSISTANT PROFESSOR WETHERBY

119. HISTORY OF THE THEATRE.—The origin and development of drama, acting, and stagecraft from ancient Greece to the modern European and American theatre. Production problems of representative plays of the various periods will be discussed. Primarily for juniors and seniors, open also to sophomores approved by the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR REARDON

121. STAGECRAFT.—An introductory course on the technical aspects of play production: scenery, lighting, properties, make-up, and costuming. Lectures and laboratory. Laboratory work will be coordinated with the various productions of the Duke Players. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR REARDON AND ASSISTANT PROFESSOR MICHALAK

122. PLAY PRODUCTION.—An introduction to the methods of producing a play: theatre organization, play selection, casting, and rehearsal. Lectures and laboratory. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR REARDON AND ASSISTANT PROFESSOR MICHALAK

139. THE SPEAKING VOICE.—The correction of minor functional speech disorders. The speech organs and their function. The International Phonetic Alphabet and its use. Drill in pronunciation, diction, vocal quality. Primarily for sophomores, juniors, and seniors; also open to freshmen with the consent of the instructor. 3 s.h. (E & W) ASSISTANT PROFESSORS SCHWERMAN AND WETHERBY
[Offered both semesters]

150. ORAL INTERPRETATION OF LITERATURE.—A study of poetry and certain types of prose, with practice in the technique by which they may be communicated to an audience. 3 s.h. (w) ASSISTANT PROFESSOR SCHWERMAN

151. ESSENTIALS OF PUBLIC SPEAKING.—A basic course in public speaking, designed to give the student the poise and confidence necessary to think and speak

freely before an audience. Particular attention is paid to the gathering and organization of speech materials and to oral presentation. 3 s.h. (E & W)

ASSOCIATE PROFESSOR REARDON AND ASSISTANT PROFESSORS SCHWERMAN,
[Offered both semesters] WETHERBY AND MICHALAK

152. ARGUMENTATION.—The principles of argumentation and debating. The techniques of analysis, investigation, evidence, reasoning, brief making, and refutation. Participation in class discussions and debates. Prerequisite: English 151 or consent of the instructor. 3 s.h. (W)
[Offered in the fall semester] ASSISTANT PROFESSOR WETHERBY

171, 172. RADIO BROADCASTING.—The theory and practice of radio broadcasting. The purpose, preparation, and production of various types of radio programs. There will be experience before a microphone in a studio situation. Laboratory work both semesters. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 6 s.h. (W)

ASSISTANT PROFESSORS WETHERBY AND MICHALAK

ENGLISH AND AMERICAN LITERATURE AND LANGUAGE

55, 56. REPRESENTATIVE WRITERS.—The following works are studied in the first semester: Chaucer's Prologue to *The Canterbury Tales* and at least two tales, Shakespeare's *I Henry IV* and *King Lear* and one other play, John Donne's poems, Milton's *Paradise Lost* (selections) and some of the shorter poems; in the second semester; Pope's *Poems* (selections), Fielding's *Joseph Andrews*, Keats's *Poems and Letters*, Arnold's *Selected Poetry and Prose*, Dickens's *Bleak House*, Yeats's *Collected Poems*, Shaw's *Saint Joan*, and a twentieth-century novel.

PROFESSORS BEVINGTON, BLACKBURN, BOYCE, IRVING, SANDERS, AND STEVENSON;
ASSOCIATE PROFESSORS FISHER, HARWELL, AND PATTON; ASSISTANT
PROFESSORS FRASER, JORDAN, POTEAT, AND SMITH;
DRS. ANDERSON, BROOKS, HENINGER, KOTTLER,
LANE, MAJOR, AND SPENCER; MR. MORRIS

111, 112. EIGHTEENTH-CENTURY LITERATURE.—A study of the leading English poets, essayists, dramatists, and novelists from Swift to Blake, with the literary and social background. The major writers studied in the first term are Pope, Swift, Fielding, and Thomson; in the second term, Johnson, Goldsmith, Cowper, and Blake. Tests, discussions, and reports on outside readings. 6 s.h. (E)

PROFESSOR BOYCE AND DR. REICHARD

117. MILTON.—Milton's poetry and prose, together with their relation to the period and to other great works of literature. Lectures, discussion, occasional tests, one or two papers. 3 s.h. (E)

PROFESSOR BRINKLEY AND DR. MAJOR

123, 124. SHAKESPEARE.—In the first semester twelve plays, before 1600; in the second semester ten plays, after 1600. Occasional tests and one or two papers. 6 s.h. (E & W)

PROFESSOR BOYCE; ASSOCIATE PROFESSOR
BOWMAN; ASSISTANT PROFESSOR FRASER

125, 126. ENGLISH LITERATURE, 1789-1832.—The course begins with selections from the poetry of the forerunners of Romanticism. The chief emphasis in the first semester is on the work of the older Romantics: Wordsworth, Coleridge, Southey, Scott, and Lamb. In the second semester the chief emphasis is on the work of the younger Romantics: Byron, Shelley, Keats, Leigh Hunt, Hazlitt, and DeQuincey. Informal lectures and class discussion of assigned texts. A limited amount of outside reading is required and also some memory work. There are four tests each semester. 6 s.h. (E & W)

ASSOCIATE PROFESSOR PATTON AND DR. LANE

129, 130. ENGLISH NOVEL.—The work of the first semester covers the history of the novel through Scott; that of the second semester, from Dickens through Hardy. Lectures and book reports. 6 s.h. (E)

ASSOCIATE PROFESSOR MITCHELL
AND DR. REICHARD

131, 132. ENGLISH LITERATURE, 1832-1900.—A study of the chief English writers of poetry, prose, and drama from Carlyle to Yeats. The major writers studied in the first semester are Carlyle, Tennyson, Browning, Macaulay, Mill,

Newman, and Arnold; in the second semester, Ruskin, the Rossettis, Morris, Swinburne, Shaw, and Yeats, with selections from minor writers. Collateral reading from novels of the period. Lectures, discussions, tests, and reports. 6 s.h. (E & W) PROFESSORS BEVINGTON AND SANDERS

134. CONTEMPORARY POETRY.—A reading course in the poetry of the twentieth century in England, Ireland, and America, beginning with Gerard Manley Hopkins, and William Butler Yeats. An anthology of modern poetry is read and discussed, supplemented by the wider reading of individual poets. Informal lectures and discussions with a critical paper for the term. Open to juniors and seniors, and occasionally to sophomores by special permission. 3 s.h. (E)

ASSISTANT PROFESSOR BEVINGTON

137, 138. AMERICAN LITERATURE.—A survey of American literature from colonial times to the present. Selections from the works of important authors are read, from Cotton Mather to Eugene O'Neill, and complete novels by Hawthorne, Melville, James, Howells, and others. The work of the first semester ends with the Civil War period. Lectures, monthly tests, and a term paper each semester. 6 s.h. (E & W) PROFESSORS GOHDES AND TURNER; ASSISTANT PROFESSOR BUDD

141. CHAUCER.—*The Canterbury Tales* and the minor poems, with attention to their literary, social, and religious background. Lectures, discussions and reports. 3 s.h. (W) DR. KOTTLER

142. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH.—A course in the materials and methods of teaching English in the Secondary Schools. 3 s.h. (E)

ASSISTANT PROFESSOR JORDAN AND ASSOCIATE PROFESSOR BOWMAN

143, 144. ENGLISH LITERATURE: ELIZABETHAN AND EARLY SEVENTEENTH CENTURY.—A study of the prose, poetry, and drama of the period. First semester: the emphasis in prose is on Sidney; in poetry, on Spenser and Shakespeare; in drama, on Marlowe and Jonson. Second semester: the emphasis in prose is on the English Bible, Bacon, Browne; in poetry, on Donne and on the early poems of Milton; in drama, on Webster and Ford. Lectures, tests, and one or two brief papers. 6 s.h. (E) PROFESSOR BLACKBURN

153, 154. COMPARATIVE LITERATURE.—Important works in European literature are read in translation and related to similar documents in English literature. In the first semester are read: nine Greek tragedies, five of Plato's *Dialogues*, Vergil's *Aeneid*, Dante's *Inferno*, and Cellini's *Autobiography*; in the second semester, Machiavelli, Cervantes, Molière, Voltaire's *Candide*, Goethe's *Faust*, Dostoevski's *The Brothers Karamazov*, Ibsen's plays. Discussions, tests, reports. 6 s.h. (E)

PROFESSOR IRVING

155. MODERN EUROPEAN DRAMA.—The emphasis is on Ibsen, Strindberg, and Chekhov, and on the Free Theatre movements. Some quite recent plays will also be studied. 3 s.h. (E) ASSOCIATE PROFESSOR WHITE

156. MODERN BRITISH AND AMERICAN DRAMA.—Types of drama are studied in relation to European origins and to contemporary scene. The students subscribe to *Theatre Arts*. 3 s.h. (E) ASSOCIATE PROFESSOR WHITE

158. CONTEMPORARY FICTION.—Intensive reading in selected fiction since 1890, with emphasis on form and technique. Conrad, James, Lawrence, Kafka, Proust, Joyce, Huxley, and Faulkner. Lectures, discussions, reports on outside reading, and a term paper. 3 s.h. (W) ASSISTANT PROFESSOR SMITH

161, 162. MODERN ENGLISH AND ITS BACKGROUNDS.—An elementary historical and descriptive study of the English language: patterns of change and growth, standards of usage and pronunciation. Some attention is given to the methods of linguistic inquiry and to the relations of philology to literary studies. The first semester is devoted chiefly to a historical study of written and spoken English, the second to a description of modern American English. Lectures, discussions, and short reports. 6 s.h. (E) DR. KOTTLER

165. AMERICAN FICTION.—A survey of the American novel and short story in the nineteenth century, from Washington Irving to Henry James. Lectures, discussions, and a critical paper. 3 s.h. (E) ASSISTANT PROFESSOR BUDD

166. AMERICAN FICTION.—A survey of the American novel and short story in the present century, centered around ten representative books. Lectures, discussions, and frequent quizzes. 3 s.h. (E) ASSISTANT PROFESSOR BUDD

FOR SENIORS AND GRADUATES

203, 204. CHAUCER.—Reading and interpretation of the text; in the first semester the minor poems and *Troilus*; in the second, the *Canterbury Tales*. 6 s.h. ASSOCIATE PROFESSOR FISHER

207-208. HISTORY OF THE ENGLISH LANGUAGE.—A survey of the language from Old to Present English, taking into consideration developments in phonology, morphology, syntax, and vocabulary. 6 s.h. ASSOCIATE PROFESSOR FISHER

215, 216. ELIZABETHAN DRAMA.—Careful study of one or two major dramatists (Jonson or Beaumont and Fletcher) and extensive reading in the other writers (Heywood, Ford, Massinger, Marlowe, Middleton) with emphasis on the nature and qualities of their work in relation to its historical background. 6 s.h. (w) PROFESSOR GILBERT

217. MILTON.—Milton's poetry and prose, with emphasis on the major poems. 3 s.h. (w) PROFESSOR GILBERT

218. SPENSER.—The reading of Spenser's works, with chief attention to *The Faerie Queene*. 3 s.h. (w) PROFESSOR GILBERT

219, 220. THE EIGHTEENTH CENTURY.—Swift, Pope, Defoe, Addison, Steele, and others are studied in the first semester; in the second, Gray, Johnson, Boswell, Goldsmith, the letter writers, and the early Romantic poets. 6 s.h. (w) PROFESSOR IRVING

221, 222. ENGLISH LITERATURE OF THE EARLY NINETEENTH CENTURY.—The British Romantic poets and prose writers from Scott to the early Carlyle, with special attention to Wordsworth, Coleridge, and Keats. 6 s.h. PROFESSOR STEVENSON

223, 224. ENGLISH LITERATURE OF THE LATER NINETEENTH CENTURY.—Some of the most important works of the period are discussed; the background is filled in by lectures and assigned reading. The first semester is devoted chiefly to Carlyle, Dickens, Thackeray, Tennyson, and Browning; the second semester to Arnold, Ruskin, Pater, George Eliot, Meredith, the Pre-Raphaelites, and Swinburne. 6 s.h. (w) PROFESSOR STEVENSON

[Not offered in 1956-57.]

227. LITERARY CRITICISM.—A study of the Greek and Roman critics, in chronological order but with emphasis on their permanent value rather than on the mere history; also the Continental and English critics to about 1700. 3 s.h. (w) PROFESSOR GILBERT

229, 230. AMERICAN LITERATURE, 1800-1870.—The writers emphasized in the first semester are Emerson, Thoreau, and Hawthorne; in the second semester, Poe and Melville. 6 s.h. PROFESSOR TURNER

231. EMERSON.—A study of Emerson's ideas as reflected in selected examples of his essays and poems. 3 s.h. PROFESSOR GOHDES

[Not offered in 1956-57.]

232. WHITMAN.—A detailed study of *Leaves of Grass* and of selected prose works. 3 s.h. (E) PROFESSOR GOHDES

[Not offered in 1956-57.]

233. AMERICAN LITERATURE 1870-1900.—Selected works of the chief authors of the period, including Whitman, Lanier, Mark Twain, James, Howells, Crane, and Emily Dickinson. The lectures will deal with the social background as well as the literary trends and the careers of the major authors. 3 s.h. PROFESSOR GOHDES

234. AMERICAN LITERATURE OF THE TWENTIETH CENTURY.—Selected works of representative authors, including Dreiser, Edith Wharton, Mencken, Lewis, Willa Cather, O'Neill, Robinson, Frost, Eliot, Hemingway, and Faulkner. The lectures will deal primarily with literary trends as shaped by the social background. 3 s.h.
PROFESSOR GOHDES

237. ENGLISH DRAMA, 1642-1800.—The heroic play and the comedy of manners of the Restoration; the important plays, serious and comic, of the eighteenth century. 3 s.h.
PROFESSOR WARD

239. SHAKESPEARE.—A study of the plays and poems, with attention to sources, earlier criticism, and the work of Shakespeare's contemporaries. 3 s.h.
PROFESSOR GILBERT

245. THE EIGHTEENTH-CENTURY NOVEL.—Richardson, Fielding, Smollett, and Sterne are emphasized. Some attention is given to earlier prose fiction and to other contributing literary patterns. 3 s.h.
PROFESSOR BOYCE

251, 252. ENGLISH LITERATURE IN THE SEVENTEENTH CENTURY.—A survey course. The major works in prose, poetry, and drama from 1600 to the death of Dryden. 6 s.h.
PROFESSOR WARD

[Not offered in 1956-57]

262. ENGLISH LITERATURE OF THE EARLY TWENTIETH CENTURY.—Representative work of leading writers from 1900 to 1930, in the fields of fiction, drama, poetry, and essay. Critical analysis of selected specimens, and discussion of types, themes, and trends. 3 s.h.
PROFESSOR STEVENSON

[Not offered in 1956-57.]

269, 270. SOUTHERN LITERATURE.—The principal authors and the chief literary developments from the beginnings to the present. Emphasis in the first semester is on Byrd, Kennedy, Simms, Poe, Timrod, and the humorists; in the second on Lanier, Harris, Cable, Mark Twain, Ellen Glasgow, and Faulkner. Attention is given to the historical and cultural background and to literary relations extending outside the region. 6 s.h.
PROFESSOR TURNER

[Not offered in 1956-57]

273. HAWTHORNE AND MELVILLE.—Extensive reading in the works of Hawthorne and Melville, and close study of selected writings. 3 s.h.
PROFESSOR TURNER

274. AMERICAN HUMOR.—The development of the native tradition in the Down-East humorists and the humorists of the Old Southwest. Extensive reading in Mark Twain and his contemporaries, and some attention to the continuation of the tradition after Mark Twain. 3 s.h.
PROFESSOR TURNER

[Not offered in 1956-57]

DEPARTMENTAL MAJOR

Prerequisite: English 1 and 2.

Major Requirements: Twenty-four semester hours in English and American literature including the following:

1. Six hours in English 55-56.
2. Six hours in one of five designated period courses (143-144, 111-112, 125-126, 131-132, 137-138).
3. Three hours in one of the major authors, Chaucer, Shakespeare, or Milton (203, 204, 141, 123, 124, 117).
4. Nine hours, distributed as follows:
 - (a) Three hours of English literature before 1800. Students who have chosen 143-144 or 111-112 for the period course may substitute any three-hour course approved by their adviser.
 - (b) Three hours of English literature after 1800. Students who have chosen 125-126 or 131-132 for the period course may substitute any three-hour course approved by their adviser.
 - (c) Three hours of American literature. Students who have chosen 137-138 for the period course may substitute any three-hour course approved by their adviser.

Related work: Eighteen semester hours, which may include appropriate courses in history, aesthetics, art, music, languages, literature in translation, philosophy, or courses in composition, dramatics, and speech. Related work must be taken in at least two departments.

Electives: Students may use 12 hours of their free electives for additional work in English and American literature. The maximum credit in such courses may not exceed 36 hours. A total of 54 semester hours' credit in the department is allowed. Students who are looking forward to graduate work should take as many of the period courses as possible. No more than five seniors may be admitted to any course on the 200 level.

FORESTRY

Students without a Bachelor's degree who are preparing for work in forestry as a profession should take the courses outlined under the Academic-Forestry Combination in the section on Requirements for Degrees. However, with the consent of the instructor in charge, certain forestry courses may be elected by students in other curricula provided they have had adequate preparation (see *Bulletin of the School of Forestry*).

Members of the sophomore, junior, and senior classes, whether or not registered in the Academic-Forestry Combination, may elect the following course:

52. PRINCIPLES OF FORESTRY.—Introduction to forestry in the United States; growth of trees and forests; social and economic problems in developing America's primary renewable natural resource; contribution of forests to the national economy. 2 s.h. (w)

ASSISTANT PROFESSOR STOLTENBERG

GEOLOGY

PROFESSOR BERRY, CHAIRMAN AND DIRECTOR OF UNDERGRADUATE STUDIES;

ASSISTANT PROFESSOR HERON AND MR. FURBISH

51. GENERAL GEOLOGY.—This course is designed to give a general view of the surface features of the earth, their origin, structure, and materials. Illustrative materials are studied in the laboratory. Excursions are made to neighboring points where the principles of the science are studied in the field. Three one-hour lectures or recitations and one three-hour laboratory. 4 s.h. (E)

ASSISTANT PROFESSOR HERON AND MR. FURBISH

52. GENERAL GEOLOGY.—This course is designed to give some knowledge of the chief events of the earth's history. Excursions will be made to suitable neighboring localities. Three one-hour lectures or recitations and one three-hour laboratory. Prerequisite: Geology 51. 4 s.h. (E)

ASSISTANT PROFESSOR HERON AND MR. FURBISH

55. STRUCTURAL GEOLOGY.—A study of the structural features of the earth's crust. Three one-hour lectures. Prerequisite: Geology 51, 52. 3 s.h. (E)

ASSISTANT PROFESSOR HERON

58. GEOMORPHOLOGY.—A detailed study of the process at work on the land surface and the topographic forms produced by them under different climatic conditions. This course includes practice in the interpretation of topographic maps. Three one-hour lectures or recitations and one three-hour laboratory. 4 s.h. (E)

PROFESSOR BERRY

101-102. MINERALOGY.—This course is devoted to a study of the fundamentals of crystallography and the crystal groups, using crystal models and crystallized minerals. Followed by the systematic study of about 175 important minerals. Determinative work includes exercises on sight recognition, identification by blow-pipe, and other physical and chemical tests. Excursions will be made to neighboring mineral localities. Three two-hour periods. Prerequisite: Chemistry 1-2 (can be taken concurrently). 8 s.h. (E)

PROFESSOR BERRY

151. ECONOMIC GEOLOGY.—Study of world distribution, geologic occurrence, and uses of important mineral deposits. Three one-hour lectures or recitations and one three-hour laboratory. Prerequisite: Geology 101-102. 4 s.h. (E)

PROFESSOR BERRY

152. **INTRODUCTORY PALEONTOLOGY.**—Systematic study of invertebrate paleontology, dealing mainly with generic characters of the fossil invertebrates and their use in identifying and correlating geologic formations. Three one-hour lectures or recitations and one three-hour laboratory. Prerequisites: Geology 51, 52, and Zoology 2. 4 s.h. (E)
 PROFESSOR BERRY

164. **INTRODUCTION TO GEOLOGIC MAPPING.**—An introduction to the fundamental principles and techniques used in geologic mapping, including applicable methods of surveying, the use of aerial photographs, the interpretation of geologic maps, and the solution of problems in geologic relationships. Field excursions will be made when possible. Two hours of lecture and three hours of laboratory each week. Prerequisites: Geology 51, 52, 55, 151. 3 s.h. (E)

ASSISTANT PROFESSOR HERON

DEPARTMENTAL MAJOR

Prerequisites: Chemistry 1-2; Zoology 2, Geology 51, 52.

Major Requirements: 1. Number of hours needed, 30 s.h. 2. Required courses, Geology 55, 101-102, 151, 152, 164. 3. Recommended courses, Geology 58.

Related Work: 1. Number of hours needed for A.B., 12 s.h.; for B.S., 18 s.h. 2. Required courses, 1 year Mathematics. 3. Departments in which related work is usually taken, Chemistry, Economics 115-116, Mathematics, Physics, Sociology 93, Zoology, and Engineering.

GERMANIC LANGUAGES AND LITERATURE

PROFESSOR SALINGER, CHAIRMAN; ASSOCIATE PROFESSOR MAXWELL, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR WILSON, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS SHEARS AND VOLLMER; AND
 DR. WILLIAM BARRETT

1-2. **ELEMENTARY GERMAN.**—6 s.h. (E & W)

ASSOCIATE PROFESSOR MAXWELL AND STAFF

3-4. **INTERMEDIATE GERMAN.**—6 s.h. (E & W)

ASSOCIATE PROFESSOR WILSON AND STAFF

51-52. **INTRODUCTION TO GERMAN LITERATURE.**—A third year course. Both literary and linguistic factors are combined with practice in the spoken language. 6 s.h.
 PROFESSOR SHEARS AND STAFF

For courses in the 100 and 200 group, which will be offered in 1956-57, please consult list furnished by Dean's office before registration. The only prerequisite for 100 group courses is German 3-4.

107, 108. **SCIENTIFIC GERMAN.**—The German language as used in the various contemporary sciences. 6 s.h.
 ASSOCIATE PROFESSORS MAXWELL AND WILSON

109, 110. **GERMAN PROSE FICTION.**—Origin and development of the German novel with special emphasis on the nineteenth century. 6 s.h.

ASSOCIATE PROFESSOR WILSON

115, 116. **GERMAN DRAMA OF THE NINETEENTH CENTURY.**—A study of leading dramatists from Kleist to Hauptmann. 6 s.h.

ASSOCIATE PROFESSOR WILSON

117, 118. **GERMAN CONVERSATION.**—A course in writing and speaking German for properly qualified students. 6 s.h.

PROFESSOR VOLLMER; ASSOCIATE PROFESSOR MAXWELL
 AND PROFESSOR SHEARS

119, 120. **GERMAN LITERATURE IN ENGLISH TRANSLATION.**—The great epochs in German literature studied through English translations of representative masterpieces. 6 s.h.
 PROFESSOR SALINGER

131, 132. **INTRODUCTION TO GOETHE.**—The reading of his early novels and epics and works pertaining to his life. 6 s.h. ASSOCIATE PROFESSOR MAXWELL

133, 134. THE GERMAN LYRIC.—A survey of the development of German lyric poetry, principally from Klopstock to Rilke (with some attention to mediaeval and early modern poets), seen as poetic reflection of German thought. 6 s.h.

PROFESSOR SALINGER

201, 202. GOETHE.—A study of his life and works in the light of his lasting significance to World Literature. 6 s.h.

PROFESSOR SALINGER

203, 204. EIGHTEENTH CENTURY.—Eighteenth-century German literature in its relation to contemporary European philosophy. 6 s.h.

PROFESSOR VOLLMER

207, 208. GERMAN ROMANTICISM.—The course covers the entire field of German romanticism from 1800 to 1850. 6 s.h.

PROFESSOR VOLLMER

209, 210. KLEIST, GRILLPARZER, and HEBBEL.—The development of the drama in Germany and Austria between Schiller and Naturalism. 6 s.h.

PROFESSOR SALINGER

211, 212. HEINRICH HEINE AND HIS TIME.—Heine's life and thought, and the contemporary European culture. 6 s.h.

PROFESSORS VOLLMER AND SALINGER

213, 214. LITERATURE OF THE EMPIRE, 1871-1914.—A study of the literature of this period with emphasis on a few leading writers. 6 s.h.

PROFESSOR SHEARS

DEPARTMENTAL MAJOR

1. Prerequisites: German 1-2 and 3-4.

2. Major Requirements: Twenty-four semester hours in the German Department. Twelve of these must be selected from the 200 courses. The remaining twelve may be selected from German 51-52 and any courses in the 100 group except 119-120.

3. Related Work: Eighteen semester hours, chosen from the Humanities with the approval of the German Department.

GOVERNMENT

See courses listed under Political Science.

GREEK

ASSOCIATE PROFESSOR TRUESDALE, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR ROSE, SUPERVISOR OF FRESHMAN INSTRUCTION;
ASSOCIATE PROFESSOR WAY

Courses 15, 121, 122, 131, 141, 142 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

1-2. COURSE FOR BEGINNERS.—Open to all students. 6 s.h. (w)

ASSOCIATE PROFESSOR TRUESDALE

15. MYTHOLOGY.—A study of Greek mythology and the use made of it in art and English literature. No knowledge of the Greek language is required. Open to freshmen as an elective in either semester. 3 s.h. (w & e)

ASSOCIATE PROFESSORS TRUESDALE AND WAY

53-54. XENOPHON.—*Anabasis*, Books I-IV. Open to students who have completed course 1-2. 6 s.h. (w)

ASSOCIATE PROFESSOR ROSE

105-106. HOMER.—*Iliad*, Books I-III. PLATO.—*Apology* and *Crito*. Open to students who have completed courses 1-2 and 53-54 or their equivalents. 6 s.h. (w)

ASSOCIATE PROFESSOR TRUESDALE

107-108. EURIPIDES.—*Medea*. SOPHOCLES.—*Oedipus Tyrannus*. ARISTOPHANES.—*Clouds*. Open to students who have completed the required preliminary work. 6 s.h. (w)

ASSOCIATE PROFESSOR WAY

117-118. GREEK PROSE COMPOSITION.—The character of this course is determined by the needs of the students enrolled. 3 s.h. (w) ASSOCIATE PROFESSOR ROSE

121, 122. GREEK LITERATURE IN ENGLISH TRANSLATION.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Aegean age; then, many of the extant plays of the three great tragic poets are studied in English translation. 6 s.h. (w & e)

ASSOCIATE PROFESSORS ROSE AND TRUESDALE

Students may elect course 122, whether they have taken course 121 or not.

131. HISTORY OF GREECE.—The history of the Greek world from the Late Bronze Age to the Macedonian conquest. Open to seniors, juniors, and (by arrangement) sophomores. No knowledge of Greek is required. 3 s.h. (e)

ASSOCIATE PROFESSOR WAY

141, 142. GREEK ART.—(May be treated as two semester-courses.) Open to seniors, juniors, and sophomores. A comprehensive survey of the development of Greek architecture and Greek sculpture in all periods. Course 141 is opened by a preliminary account of Egyptian, Mesopotamian, and Aegean artistic backgrounds. Course 142 is devoted chiefly to Greek art of the greatest period with the main emphasis on sculpture, and may be elected independently of course 141. All lectures are fully illustrated by slides. No knowledge of Greek is required. 6 s.h. (e)

ASSOCIATE PROFESSOR WAY

201-202. GREEK TRAGEDY.—6 s.h. (w)

ASSOCIATE PROFESSOR TRUESDALE

DEPARTMENTAL MAJOR

Prerequisite: Greek 1-2.

Major Requirements: A candidate for a major in Greek must complete 24 semester hours, including the following courses: Greek 53-54, 105-106, 107-108, 117-118, and 131.

Related Work: Eighteen semester hours selected from at least two other departments subject to the approval of the Greek Department. Appropriate courses are chosen usually in Latin, Philosophy, Art, and English.

Graduates of Duke University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$2,000. They are awarded mainly on the basis of examinations held in the beginning of February of each year.

HEALTH AND PHYSICAL EDUCATION

TRINITY COLLEGE AND THE COLLEGE OF ENGINEERING

MR. CAMERON, DIRECTOR; PROFESSOR AYCOCK, DIRECTOR OF UNDERGRADUATE STUDIES AND SUPERVISOR OF FRESHMAN INSTRUCTION; ASSISTANT PROFESSORS BLY, BRADLEY, COX, FALCONE, HARRISON, MONTFORT, AND PERSONS;
MESSRS. BUEHLER, COBB, DRAGO, AND GANT

REQUIRED PHYSICAL EDUCATION FOR MEN

A student must complete four semesters of physical education in order to fulfill graduation requirements.

All students are given a medical and physical examination before registration. Students who have physical handicaps must register in Corrective Physical Education. Students assigned to these classes will take work suited to their particular needs and capacities.

Students without defects will register in Physical Education 1 and 2 in their freshman year. The activities are selected from the following: Apparatus, combative games (fundamentals of basketball, soccer, volleyball), swimming and tumbling. Swimming is required each semester of freshman year.

After a student has completed Physical Education 1 and 2, he may complete his physical education requirement by electing and satisfactorily completing two courses from the following individual and team sports: 51. Apparatus-Tumbling; 52. Badminton; 53. Basketball-Handball; 54. Boxing-Wrestling; 55. Lacrosse-Soccer; 56. Swimming, advanced; 57. Tennis-Volleyball.

For information concerning gymnasium uniforms see page 191.

ELECTIVES IN PHYSICAL EDUCATION

The courses listed below are arranged to meet the increasing demand for teachers who are qualified to coach and teach Physical Education. They are open for credit only to students in the High School Teaching Program. These students may elect 15 semester hours from courses in this group. Six semester hours may be elected from the courses listed under Special Methods in Physical Education and 9 semester hours may be elected from the courses listed under Theory and Practice in Physical Education. The courses should be selected with the advice of the Director of Undergraduate Studies in order to meet the needs of the individual.

SPECIAL METHODS IN PHYSICAL EDUCATION

163. **ATHLETIC COACHING IN SECONDARY SCHOOLS.**—Theory and practice in the fundamentals of coaching baseball and track. Prerequisites: courses 1 and 2. Open to juniors and seniors. Sophomores by permission only. 3 s.h. (w)
MESSRS. CHAMBERS AND PARKER

164. **ATHLETIC COACHING IN SECONDARY SCHOOLS.**—Theory and practice in the fundamentals of coaching football and basketball. Prerequisites: courses 1 and 2. Open to juniors and seniors. Sophomores by permission only. 3 s.h. (w)
MR. CAMERON AND STAFF

THEORY AND PRACTICE IN PHYSICAL EDUCATION

65. **HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.**—A study of the objectives and principles upon which physical education is based. The history of physical education is studied in order to show the changes in objectives, principles, and methods and as an aid in the interpretation of trends. Open to sophomores, juniors, and seniors. 3 s.h. (w)
PROFESSOR AYCOCK

172. **RECREATIONAL LEADERSHIP.**—Combative contests, games, mass athletics, supervision of community recreation. Open to juniors and seniors. Sophomores by permission only. 3 s.h. (w)
ASSISTANT PROFESSOR HARRISON

182. **THE ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN SECONDARY SCHOOLS.**—Presents the everyday problems that arise in the experience of the teacher of health and physical education. Open to juniors and seniors. 3 s.h. (w)
ASSISTANT PROFESSOR HARRISON

190. **PROTECTIVE PRACTICES IN PHYSICAL EDUCATION.**—A study of safety measures including training and first aid. Open to juniors and seniors. 3 s.h. (w)
MR. CHAMBERS AND ASSISTANT PROFESSOR MONTFORT

HEALTH EDUCATION

132. **SCHOOL HEALTH PROBLEMS.**—A course designed (a) to familiarize the teacher with school health problems such as physical screening, communicable disease prevention and control, healthful school environment; (b) to present methods and materials for health teaching in elementary and secondary schools. 3 s.h. (w)
PROFESSOR AYCOCK

WOMAN'S COLLEGE

PROFESSOR GROUT, CHAIRMAN AND DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR EDDY, SUPERVISOR OF FRESHMAN INSTRUCTION IN PHYSICAL EDUCATION; ASSISTANT PROFESSOR UHRHANE, SUPERVISOR OF FRESHMAN INSTRUCTION IN HEALTH EDUCATION; ASSOCIATE PROFESSORS BOOKHOUT AND LEWIS; ASSISTANT PROFESSOR HOLTON; MISS HEDGPETH, MRS. SMITH, MISS SPANGLER, AND MISS WOODYARD

A student must complete four semester hours of physical education in order to fulfill graduation requirements. Ordinarily work must be completed by the end of the sophomore year. Classes meet three times a week or the equivalent thereof.

Each semester is divided into two halves. In general, indoor activities are taught during the two winter half-semester and outdoor activities in the fall and spring.

Every student must take one course (half-semester) in dance and one in swimming if she is unable to pass the swimming test. The remaining work necessary to complete the requirement may be elected from the activities listed in this section.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual physical education and light sports are arranged for those who should not take the more active work.

For information concerning gymnasium costumes see page 191.

SPECIAL FRESHMAN PHYSICAL EDUCATION

At the beginning of the year, after a series of tests has been given, each freshman is registered for the course she most needs, as determined by the test scores. Such courses as sport fundamentals, fundamentals of rhythm, beginning swimming and posture are offered for those who need to improve their skills in these areas. Students whose test scores are satisfactory will enroll in classes with the sophomores.

For freshmen, the winter half of the first semester consists of body mechanics twice a week and social hygiene once a week.

PHYSICAL EDUCATION ACTIVITIES

Individual and dual sports: Archery, badminton, bowling, diving, fencing, golf, life saving, light sports, riding, swimming, tennis, first aid, instructors' life saving and water safety.

Team sports: Basketball, hockey, softball, volleyball.

Rhythmic Activities: Ballroom dance, folk dance, fundamental rhythms, modern dance, square dance, tap dance.

Developmental Activities: Body mechanics, individual physical education, sport fundamentals, posture.

PHYSICAL EDUCATION THEORY

The courses listed in this section are open for credit to students preparing to teach physical education and health on a full-time or part-time basis. Courses open to students other than physical education majors are: Physical Education 102 and Health Education 112, required of all students in the Elementary Teaching Program; Physical Education 107, open for credit to students preparing for social group work and religious education; course 116, primarily designed for students in physical therapy and taught in that department; Physical Education 105-106, 114, and Health Education 41 and 62, open for credit to all students.

91. FIRST AID AND SAFETY IN PHYSICAL EDUCATION.—A study of measures which must be taken in the organization and teaching of physical education to insure maximum safety. The Standard Red Cross First Aid Course will be included. 2 s.h. (E) ASSOCIATE PROFESSOR BOOKHOUT

101. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.—An historical survey of physical education stressing the relationship between the types of activity developed and the social and political ideals of different nations and periods. A study of the principles upon which physical education is based. Analysis of successful teaching in physical education. 2 s.h. (E) PROFESSOR GROUT

102. THE TEACHING OF PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS.—A study of methods and materials used in teaching physical education to children; includes discussion on the theory of physical education, and practice in teaching elementary school activities. Required of students in the elementary school teaching program. 3 s.h. (E)
ASSOCIATE PROFESSOR LEWIS

103. GAMES AND RHYTHMS FOR CHILDREN.—Required of students preparing for full-time teaching in physical education. 2 s.h. (E)
[Offered every other year alternating with P.E. 107.] ASSOCIATE PROFESSOR LEWIS

105-106. METHODS AND MATERIALS IN RECREATION.—A course intended to familiarize students with recreation activities and methods of organizing groups in these activities. Laboratory work includes practical leadership experience with a recreational club or group in a city organization. General fields covered are: Social Activities, Music Activities, Folk and Square Dancing, Games and Sports, Arts and Crafts, Drama Activities. Open to juniors and seniors without prerequisite. A year course meeting five periods per week throughout the year. Students who have had 102 or 103 may take 106 without 105. 6 s.h. (E)
ASSISTANT PROFESSOR HOLTON

107. THE TEACHING OF RHYTHMIC ACTIVITIES.—Basic theory and practice in the methods of teaching various types of dance activities. 2 s.h. (E)
[Offered every other year alternating with P.E. 103.] MISS HEDGEPEETH

113. MAMMALIAN ANATOMY.—A study of all organ systems with special emphasis on osteology, arthrology and myology. The cat serves as laboratory animal, but constant application is made to man. Prerequisite: Zoology 1 and 2. 4 s.h. (E)
ASSOCIATE PROFESSOR BOOKHOUT

114. KINESIOLOGY.—A study of muscle function. Analysis of fundamental movements with emphasis on the development of normal posture and efficient body movement. Required of students taking the major in physical education. Prerequisites: Zoology 1 and 2, and P.E. 113 or Zoology 53. 3 s.h. (E) (Not open to students who have had P.E. 116.)
ASSOCIATE PROFESSOR BOOKHOUT

116. KINESIOLOGY.—A study of muscle function. Analysis of human motion as a basis for therapeutic exercise. Prerequisite: Human Anatomy. 3 s.h. (w)
(Not open to students who have had P.E. 114.) ASSOCIATE PROFESSOR BOOKHOUT

117. BODY MECHANICS AND INDIVIDUAL PHYSICAL EDUCATION.—A study of the fundamentals of body movement and teaching methods for courses in body mechanics. An analysis of faulty postures for which individual physical education procedures are indicated. 3 s.h. (E)
ASSOCIATE PROFESSOR BOOKHOUT

119. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.—Curriculum building in physical education. The administration of class and intramural programs. Administrative problems such as budget, equipment, facilities, interschool athletics, legal aspects, and public relations. 2 s.h. (E)
PROFESSOR GROUT

181-182. METHODS AND MATERIALS IN PHYSICAL EDUCATION.—A course in the theory and practice of teaching and officiating in games and sports. Laboratory hours arranged to provide practice on the field and in the gymnasium. 6 s.h. (E)
ASSOCIATE PROFESSOR LEWIS AND STAFF

185. ADVANCED METHODS AND MATERIALS IN PHYSICAL EDUCATION.—A continuation of 181-182. Required of seniors preparing for full-time teaching in physical education. 2 s.h. (E)
ASSOCIATE PROFESSOR LEWIS AND STAFF

HEALTH EDUCATION

41. PERSONAL HEALTH.—A presentation of basic health information appropriate to the college age group. Emphasis is placed on the individual's responsibilities and potential contributions toward personal and family health. Either semester. 3 s.h. (E)
ASSISTANT PROFESSOR UHRHANE

62. COMMUNITY HEALTH PROBLEMS.—This course includes problems of health in community living such as environmental health hazards and their control, health problems specific to certain groups, and the place and contribution of official and non-official public health agencies. Emphasis is placed on the responsibility of each community member to recognize problems and to work together toward the goal of a mentally, physically and socially healthful community. 3 s.h. (E)

ASSISTANT PROFESSOR UHRHANE

112. SCHOOL HEALTH.—This course is designed to meet the needs of the classroom teacher. It deals with the organization and administration of the school health program; with modern principles of education as applied to health education; with basic health problems confronting the schools; and with methods and materials for teaching health education. Primarily designed for students preparing to teach in elementary schools and for physical education majors. Either semester. 3 s.h. (E)

ASSISTANT PROFESSOR UHRHANE

REQUIREMENTS FOR TEACHING HEALTH AND PHYSICAL EDUCATION IN PUBLIC SCHOOLS

The following requirements have been set up for students in the Teaching Program who wish to qualify as full-time or part-time teachers of Health and Physical Education. These requirements meet the standards of the North Carolina Department of Public Instruction for certification in Health and Physical Education and of most of the other states represented in the student body. Students preparing to teach in any state are advised to consult the department about specific requirements.

Prerequisites: Physical Education 91 and 101. Zoology 1-2.

Major Requirements: 23 s.h. including Physical Education 103, 107, 114, 117, 119, 181-182, 185, and Health Education 112.

Related Work: 17 to 19 s.h. Of these hours 8 must be in anatomy and physiology (P.E. 113, Mammalian Anatomy and Zoology 151, Principles of Physiology). Of the remaining hours work done in Department of Education leading to teacher certification is acceptable. Courses in Chemistry, Zoology, Sociology, Psychology, Art and Music are recommended.

HISTORY

PROFESSOR CARROLL, CHAIRMAN; ASSOCIATE PROFESSOR PARKER, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR FERGUSON, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS ALDEN, CLYDE, CURTISS, HAMILTON, LANNING, MANCHESTER, AND WOODY; ASSOCIATE PROFESSORS HOLLEY, NELSON, ROPP, AND WATSON; ASSISTANT PROFESSORS ACOMB, COLTON, DECONDE, AND STEVENS; DRS. DURDEN, TISCHENDORF, AND YOUNG; MR. DROZDOWSKI

The undergraduate courses in history are designed to afford (1) an introduction to the study of history by a consideration of the history of the modern world; (2) a more intensive study of general American history; (3) opportunities for more advanced study of phases of American, English, European, Hispanic-American, Russian, and Far Eastern history.

Course 1-2 or 51-52 or E1-2 or an equivalent is a prerequisite for all other courses; course E1-2 is the prescribed course for students in the College of Engineering; courses 91 and 92 are prerequisite for all 100 and 200 courses in United States history. However, seniors with written permission from the instructor may take advanced American history courses without having had 91 and 92. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 91, 92, and 99, provided they made a grade of B or above on the semester taken. Sophomores must obtain permission of the instructor in order to be admitted to courses numbered above 100; students who are not fully qualified sophomores will not be admitted to these courses. Courses offered for seniors and

graduates are limited to twenty-five students; juniors may not elect them without special permission from the Department and the Executive Committee of the Graduate Faculty.

1, 2. HISTORICAL BACKGROUND OF THE WORLD TODAY.—This course is an introduction to the study of modern history with special reference to the issues in the modern world. Topics selected for emphasis are: the contest between liberty and authority in the modern state; changing economic organization and theory—capitalism and the challenges to it; the problems of peace and war among the states; the changing faiths men live and die by. Beginning about 1500 with the rise of the European dynastic states, the story is pursued in the first semester to approximately 1871, and in the second through the two great world wars. The central theme in both semesters is the expansion of the influence of Western Europe throughout the world, with some attention to the rise of the United States as a world power. 6 s.h. (w & e)

Sophomore and juniors are not admitted to this course.

ASSOCIATE PROFESSORS FERGUSON, PARKER, AND ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DRs.
TISCHENDORF AND YOUNG

E1-2. THE UNITED STATES IN THE WORLD TODAY.—This course is designed for students in the College of Engineering. Topics treated in the first semester are: the rise of national states in Western Europe and other factors attending the discovery and settlement of the New World; the foundation of American institutions; the establishment of the Federal Republic; the frontier, the westward movement, and contemporary international development; the Civil War; the growth of industry and its influence on society; the Spanish-American War and the emergence of the United States as a world power. In the second semester the emphasis is on the growing interdependence of the Western nations in the twentieth century; their influence throughout the world; the participation of the United States in the World Wars and the resultant problems of today. 6 s.h. (w)

DR. DURDEN

51, 52. HISTORICAL BACKGROUND OF THE WORLD TODAY.—An introductory course for sophomores, juniors, and seniors dealing with the topics indicated in the description of course 1-2. 6 s.h. (w & e)

PROFESSOR CURTISS; ASSOCIATE PROFESSOR ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DR. YOUNG

91. THE DEVELOPMENT OF AMERICAN DEMOCRACY TO 1865.—This course is a study of trends vital to an understanding of the United States today. The main theme is the development of American democracy. Problems of foreign policy, the growth of capitalism, political practices, social behavior, and conflicting ideals are considered in relation to this main theme. 3 s.h. (w & e)

PROFESSOR ALDEN; ASSOCIATE PROFESSORS DeCONDE
AND STEVENS; DR. DURDEN

92. THE DEVELOPMENT OF AMERICAN DEMOCRACY, 1865 TO THE PRESENT.—A continuation of History 91 with emphasis upon the emergence of contemporary problems. 3 s.h. (w & e)

PROFESSOR ALDEN; ASSOCIATE PROFESSOR WATSON; ASSISTANT
PROFESSORS DeCONDE AND STEVENS; DR. DURDEN

Courses 91 and 92 are intended both to serve as continuation courses in the study of history and to afford the student an opportunity to gain the understanding of the past of the United States essential for intelligent citizenship. These courses are prerequisite for all 100 and 200 courses in United States history, but this prerequisite may be waived for seniors by written permission of the instructor.

95, 96. ANCIENT AND MEDIEVAL HISTORY.—An introductory study of the history of mankind from preliterate man through the development of the characteristic institutions of Western Europe. The first semester considers the prehistoric tribes, the early cultures of Mesopotamia and Egypt, the religious contribution of the Hebrews, and classical Greece and Rome. The second semester deals with Europe in the Middle Ages, from Constantine to Columbus, with emphasis upon institutional and cultural development. 6 s.h. (e)

DR. YOUNG

99. NAVAL HISTORY AND ELEMENTARY STRATEGY.—After a review of earlier periods, attention is given to the rise of sea-power and its importance in more recent times and to naval actions, especially in the two World Wars. This course is not open to students who have had N.S.101. 3 s.h. (w)

ASSOCIATE PROFESSOR ROPP

105, 106. POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND.—The origins and evolution of the principal institutions of the English government, related to their setting in a changing society. 6 s.h. (w)

PROFESSOR HAMILTON

107, 108. SOCIAL AND CULTURAL HISTORY OF ENGLAND.—A study of English history from the fourteenth century to the present time in an effort to arrive at a synthesis of social and political events and thus provide a background for the study of English literature. Emphasis is placed on the ages of Chaucer, Shakespeare, and Milton; the eighteenth and early nineteenth centuries; the reign of Victoria and the twentieth century. 6 s.h. (E)

ASSOCIATE PROFESSOR FERGUSON

Sophomores who made an average grade of B or above on course 1-2 or E1-2 may be admitted to this course.

111, 112. SOCIAL AND INTELLECTUAL HISTORY OF THE U. S.—Evolution of American life and thought to the present; an examination of attitudes and practices in such fields as science, industry, law, learning and religion. Lectures and class discussions of selected readings seek to illuminate the interplay of ideas and social institutions. 6 s.h. (w)

ASSOCIATE PROFESSOR HOLLEY

[Not offered in 1956-57.]

113, 114. AMERICA IN THE TWENTIETH CENTURY.—A historical survey of political, economic, and social problems of twentieth-century United States. Emphasis is placed on reform movements from the Muckrakers through the New Deal, the emergence of the United States as a world power, and conflicting ideas and ideologies. 6 s.h. (w)

ASSOCIATE PROFESSOR WATSON

115, 116. THE AGE OF ABSOLUTE MONARCHY AND THE FRENCH REVOLUTION.—The study in the first semester deals primarily with the political and social institutions of Western Europe in the seventeenth and eighteenth centuries, including such topics as the absolute monarchy in theory and practice, the peasants, the nobles, commercial and industrial classes, the Church. The study in the second semester includes the old regime in France, the French Revolution, and Napoleonic institutions in Western Europe. 6 s.h. (E)

ASSISTANT PROFESSOR ACOMB

[Not offered in 1956-57.]

119, 120. SOCIAL MOVEMENTS AND SOCIAL THOUGHT IN MODERN EUROPEAN HISTORY.—A survey of movements for social reform and change from about 1750 to the present. Emphasis is placed on the effects of industrialism, the rise of trade unions, the emergence of working class political parties, and the influence of revolutionary and reformist theories. 6 s.h. (w)

[Not offered in 1956-57.]

ASSISTANT PROFESSOR COLTON

121, 122. THE FOREIGN RELATIONS OF THE UNITED STATES.—This course deals with American foreign policy and with the ideas and movements which have affected it as the United States rose from colonial status to world power. The origins of American foreign policy, the Monroe Doctrine, Manifest Destiny, the Civil War, and the formal conduct of diplomacy are among the major topics of the first semester. The New Imperialism, the Open Door, World War I, the League of Nations, World War II, and the Korean conflict are among the topics in the second semester. 6 s.h. (w)

ASSISTANT PROFESSOR DECONDE

127. HISTORY OF LATIN AMERICA THROUGH THE FORMATION OF THE NATIONAL GOVERNMENTS.—3 s.h. (w)

PROFESSOR LANNING

128. INTER-AMERICAN AFFAIRS.—This course treats the relations of the Latin-American states with each other and with the United States with the design of explaining the current significance of Latin America. Chief emphasis is placed upon social problems and movements common to all the republics and upon the role of the United States in Latin-American affairs, including such topics as American intervention; contributions of the United States to Latin-American life in such

matters as public health; Pan-Americanism; Pan-Hispanism; foreign penetration and ideologies; the cultural and commercial aspects of the Good Neighbor Policy; Latin-American states in the World War. 3 s.h. (w) PROFESSOR LANNING

133, 134. THE AGE OF REVOLUTIONS, 1763-1830.—The great revolutions of the closing decades of the eighteenth century and the early decades of the nineteenth. While emphasis is placed on the French Revolution and Napoleon, attention is also given to the revolutions in the New World and to the underlying intellectual movement, the Enlightenment. 6 s.h. (w) ASSISTANT PROFESSOR ACOMB

135, 136.—EUROPE IN THE TWENTIETH CENTURY.—The work in the first semester deals with the period before 1920, including such topics as international relations at the beginning of the twentieth century, the rise of German naval power, the Triple Alliance and the Triple Entente, the economic interdependence of the world, the Turkish Revolution, the Turco-Italian War and the Balkan wars, the first World War, and its immediate aftermath. In the second semester such topics are treated as the rise of totalitarian states, the disruption of world trade, and the second World War. 6 s.h. (w) ASSISTANT PROFESSOR COLTON

153, 154. THE HISTORY OF THE SOUTH.—A study, beginning in the Colonial period, of the development of the Southern part of the United States with particular attention to its distinctive characteristics and institutions and to their influence in shaping Southern attitudes toward major questions of national policy. 6 s.h. (w) PROFESSOR WOODY

161, 162. RUSSIA FROM IVAN THE TERRIBLE TO PRESENT TIMES.—Topics treated include the rise of the Russian state and its relations with Poland and Turkey; the agrarian problem and the rise of industry; the Russian Revolution; the political, agricultural, and industrial policies of the Soviet Union; the role of the U.S.S.R. in World War II; and its postwar policies. 6 s.h. (w) PROFESSOR CURTISS

167, 168. THE BACKGROUND OF MODERN EUROPEAN CIVILIZATION.—The course deals with special topics in the intellectual-cultural history of the peoples of Europe and adjacent areas from the period of the earliest written records to the formation of the European states-system (c. 1648). The work aims to develop critical appreciation and maturity of judgment in historical interpretation through the use of original sources. 6 s.h. (E) ASSOCIATE PROFESSOR NELSON

FOR SENIORS AND GRADUATES

Students may receive credit for either semester of a hyphenated course at the 200-level without taking the other semester if they obtain written permission from the instructor and either the Director of Undergraduate or the Director of Graduate Studies

HISTORY 201-202. SENIOR SEMINAR IN HISTORY.—A course designed to introduce qualified students to advanced methods of historical research and writing and to the appraisal of critical historical issues. Prerequisites: History 1-2 (or 51-52), 91-92, and the consent of the instructor. Open only to seniors. This course, when taken by a history major, would be in addition to the 6 semester hours required in 200-level courses of the History Department. 6 s.h. (w)

ASSOCIATE PROFESSOR PARKER

203-204. THE UNITED STATES, 1850-1900.—The rise of sectionalism, secession, war-time problems of the Union and Confederacy, political and economic adjustments of Reconstruction, the status of the Negro, the New South, problems of capital and labor, the agrarian revolt, political parties and reform, the Spanish-American War. 6 s.h. (w) PROFESSOR WOODY

205-206. THE UNITED STATES IN THE TWENTIETH CENTURY.—The emergence of the United States as a major power: attention is focused on domestic developments and conflicting theories of expansion of federal power. Emphasis in the first semester is on the Progressive era and the first World War; the second semester is devoted to the twenties and to the Franklin Roosevelt administration. 6 s.h. (w) ASSOCIATE PROFESSOR WATSON

Not open to students who have had 113-114.

209-210. CONSTITUTIONAL HISTORY OF THE UNITED STATES, 1760 TO THE PRESENT.—A study of the basic problems in forming the Constitution; of its development through the major crises in the history of the United States; of the effects of changing social, cultural, economic, and political conditions on the Constitution. 6 s.h. (w)

ASSISTANT PROFESSOR STEVENS

[Not offered in 1956-57.]

213-214. THE OLD SOUTH.—Political thought and party trends from Jefferson to Calhoun; agriculture, slavery, expansion; commerce, manufacturing, transportation; urban life, religion, education; the rise of Southern nationalism. 6 s.h. (w)

[Not offered in 1956-57.]

PROFESSOR WOODY

215-216. THE FOREIGN POLICY AND DIPLOMACY OF THE UNITED STATES.—The work in the first semester, covering the period 1775-1877, deals with such topics as the origin and development of basic foreign policies; isolation from Europe; paramount interests in Latin America, including the Monroe Doctrine; international co-operation in the Far East. The work in the second semester, covering the period since 1877, deals with topics such as the rise of the new "manifest destiny"; beginnings of American imperialism in Latin America and the Far East; the failure of traditional neutrality in the first World War; postwar conflicts between isolation and collective security; involvement in the second World War. 6 s.h. (w)

PROFESSOR CLYDE

[Not offered in 1956-57.]

217, 218. EUROPE SINCE 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h. (w)

PROFESSOR CARROLL

221-222. THE AGE OF THE RENAISSANCE.—The decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. 6 s.h. (E)

[Not offered in 1956-57.]

ASSOCIATE PROFESSOR NELSON

225-226. THE AGE OF THE REFORMATION.—A survey of European civilization from 1500 through the Peace of Westphalia. 6 s.h. (E)

ASSOCIATE PROFESSOR NELSON

227, 228. EUROPE IN THE NINETEENTH CENTURY.—A study, beginning with the career of Napoleon Bonaparte, of the forces and personalities influential in the nineteenth century. Emphasis in the first semester is on the problems of the biographer; in the second, on those of a student of national communities. 6 s.h. (w)

ASSOCIATE PROFESSOR PARKER

231-232. THE HISPANIC COLONIES AND REPUBLICS IN AMERICA.—The development of the Iberian states as colonizing powers, the conquest of America, the Spanish treatment of the Indian, the contest between Spain and other European nations over America, the independence movement, the struggle for stable government, the rise of liberalism with special emphasis upon Mexico from the Revolution of 1910 to the present, and basic inter-American developments. 6 s.h. (w)

PROFESSOR LANNING

233-234. THE INSTITUTIONAL, CULTURAL, AND SOCIAL HISTORY OF HISPANIC AMERICA.—The first semester of this course deals with subject races, the development of mixed breeds, the governmental system, the Church and the Inquisition, and Spanish culture with emphasis upon university subjects. In the second semester the work deals with the political ideas of the wars of independence, revolution and dictatorship, the rise of public education, public health, land reform, and proletarian movements. 6 s.h. (w)

PROFESSOR LANNING

[Not offered in 1956-57.]

235, 236. EUROPEAN EXPANSION OVERSEAS (1415-1898). A course dealing primarily with the processes by which European institutions were carried overseas and modified in a new environment. In the first semester the emphasis is on Portuguese, Dutch, French, and English experience in the Far East and the Americas to 1763. In the second semester, attention is paid to the emergence of independent

centers of European culture, as in Brazil, and to the revivals of mercantile imperialism of the new German, French, Italian and British empires of the nineteenth century. 6 s.h. (w) PROFESSOR MANCHESTER

241-242. THE FAR EAST.—The history of the Western impact on Eastern Asia in the nineteenth and twentieth centuries. Emphasis is placed on such matters as commercial and colonial expansion, the opening of China and Japan, the development by the Western Powers and Japan of colonial, imperialistic, and nationalistic interests, and the rise of Communist power in Asia. 6 s.h. (w) PROFESSOR CLYDE

243-244. THE UNITED STATES AND THE FAR EAST.—An historical analysis of American relations with the peoples of Eastern Asia during the nineteenth and twentieth centuries. 6 s.h. (w) PROFESSOR CLYDE

[Not offered in 1956-57.]

245-246. WAR IN THE MODERN WORLD.—This course is concerned with the relations between warfare and modern political, economic, and social conditions. Special attention is given to the development of British and American military methods and to the events of the American Civil War and the two World Wars. The work in the first semester deals with Clausewitz's theories of warfare and the period from the introduction of gunpowder to 1871; in the second semester there is a more detailed analysis of recent land, sea, and air warfare. 6 s.h. (w)

ASSOCIATE PROFESSOR ROPP

261-262. RUSSIA IN THE TWENTIETH CENTURY.—A study of the background of the Revolution of 1917 followed by an analysis of the history and policies of the Soviet state. 6 s.h. (w) PROFESSOR CURTISS

263-264. AMERICAN COLONIAL HISTORY AND THE REVOLUTION, 1607-1789.—The founding and institutional development of the English colonies; the background, progress, and results of the Revolution. 6 s.h. (w)

PROFESSOR ALDEN

265, 266. THE WESTWARD MOVEMENT IN THE UNITED STATES.—Settlement from the Atlantic to the Pacific and beyond; frontier problems of colonization, land systems, economy, law and government; interactions of frontier and metropolis. The first semester emphasizes the West in the colonial period, Revolution, and formation of the union; the second semester stresses sectionalism, slavery, expansion and the Civil War, the modern West, and contemporary problems. 6 s.h. (w)

ASSISTANT PROFESSOR STEVENS

267. THE TRANSITION FROM MEDIEVAL TO MODERN ENGLAND.—A study of the changes in English society and ideas from the time of Edward III to that of Elizabeth. 3 s.h. (E)

ASSOCIATE PROFESSOR FERGUSON

Not open to students who have had 107-108.

268. ENGLAND FROM ELIZABETH TO ANNE.—Political, social, and intellectual problems from the late sixteenth to the early eighteenth centuries. 3 s.h. (E)

ASSOCIATE PROFESSOR FERGUSON

Not open to students who have had 107-108.

269. BRITISH HISTORY FROM 1714 TO 1867.—The interrelationship of the leadership of such men as Walpole, Chatham, Pitt, and Peel with war, revolution, and social institutions; the rise of the cabinet system; the Industrial Revolution; imperial changes; and reform. 3 s.h. (w)

PROFESSOR HAMILTON

Not open to students who have had 105-106.

270. GREAT BRITAIN AND THE COMMONWEALTH OF NATIONS, 1867 TO THE PRESENT.—A history of Great Britain at the height of her world dominance and beyond, her oceanic empire, and the evolution of that empire into a unique world-wide Commonwealth of Nations. 3 s.h. (w)

PROFESSOR HAMILTON

Not open to students who have had 105-106.

[Not offered in 1956-57.]

DEPARTMENTAL MAJOR

Prerequisites: The Introductory Course in History (1-2 or 51-52).

Major Requirements: Students desiring to take a major in history are required to elect 24 semester hours in the Department, including six semester hours in the senior year from courses in the 200 group. Students desiring to take the more advanced courses in American history should elect courses 91 and 92 in the sophomore or junior year.

COURSES APPROVED FOR RELATED WORK IN HISTORY

The number of courses refer to the description in the 1954-55 catalogue.

Aesthetics

History of Art

History of Music

Economics, but *not* the courses listed under business administration except those in economic geography

Education, 84, 225, 253

English and American Literature, but *not* composition, speech, and drama

German, Greek, Latin, Russian, and the Romance Languages: the literature courses numbered 100 or above that are not primarily conversation or composition courses

Greek 131

Latin 131-132

Philosophy, except 48

Political Science

Psychology, 206 only

Religion courses approved to satisfy the requirement in religion for graduation

Sociology 91, 92, 101, 243, 246 and courses in groups I, II, IV, V.

LATIN AND ROMAN STUDIES

PROFESSOR ROGERS, CHAIRMAN AND DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR ROSE, SUPERVISOR OF FRESHMAN INSTRUCTION; MR. MAHONEY

Students who wish by study in English to make acquaintance with Roman antiquity from either a literary or an historical approach are afforded that opportunity through the courses in translated Latin Literature (111, 112), and Roman History (131, 132).

1-2. COURSE FOR BEGINNERS.—Forms, vocabulary, pronunciation and syntax are emphasized the first semester. They are followed by the reading and translating of Caesar's *Gallic War* the second semester. An effort is made to promote rapid development of ability to read easy Latin with satisfaction. 6 s.h. (w)

MR. MAHONEY

3. CICERO'S ORATIONS.—Four orations including the *Manilian Law* and *Archias* are read, and attention is paid to prose style. Prerequisite: Latin 1-2, or equivalent. 3 s.h. (E)

MR. MAHONEY

4. VERGIL'S *AENEID*.—Selections from Books I-VI, to the amount of four books or more, will be read and translated, due attention being paid to prosody. 3 s.h. (E)

MR. MAHONEY

51. LATIN PROSE.—Selections from prose authors or Cicero's *De Senectute* and *De Amicitia*, or selected books of Livy's history, with special emphasis on developing competence in reading Latin. 3 s.h. (E)

THE STAFF

52. LATIN POETRY.—Selections from the greatest Latin poets, especially Horace's *Odes*. 3 s.h. (E)

THE STAFF

57. SIGHT READING IN CLASSICAL LATIN.—One period of an hour per week devoted to practice in the reading of Latin of the classical period; designed to train students to read with facility. 1 s.h. (E)

ASSOCIATE PROFESSOR ROSE

58. SIGHT READING IN MEDIAEVAL LATIN.—One period of an hour per week devoted to reading interesting mediaeval prose and poetry. Prerequisite: at least one of the following courses: Latin 3, 4, 51, 52, and 57, or an equivalent. 1 s.h. (E) ASSOCIATE PROFESSOR ROSE

65-66. LATIN PROSE COMPOSITION.—Recommended to students who are pursuing course 3-4, 57, and 51-52, and may at the discretion of the instructor be required of such students. 4 s.h. (E) ASSOCIATE PROFESSOR ROSE

101. TACITUS.—Interesting and historically important selections from the *Annals* or the *Histories* of Tacitus are read, with attention to the literary style and the value of the historical narrative. 3 s.h. (E) PROFESSOR ROGERS

102. JUVENAL.—Juvenal's literary satire forms the basis of the course. 3 s.h. (E) PROFESSOR ROGERS

103. CICERO.—Selections from one of the major philosophical works, with attention to Cicero's philosophical thought and literary style. 3 s.h. (E) PROFESSOR ROGERS OR ASSOCIATE PROFESSOR ROSE

104. LUCRETIUS.—A study of Lucretius as a philosophical thinker and as a poetic artist. 3 s.h. (E) PROFESSOR ROGERS OR ASSOCIATE PROFESSOR ROSE

111, 112. ROMAN LITERATURE IN ENGLISH TRANSLATION.—Selective readings in Latin Literature in English translation with emphasis on the drama, lyric poetry, and the varied contributions of Cicero to literature in the first term, and upon the epic, the satire, and the novel in the second semester. (No language credit.) 6 s.h. (E) ASSOCIATE PROFESSOR ROSE

131, 132. HISTORY OF ROME.—A survey of the history of the Roman State from its beginnings to the death of Justinian; its expansion; development of its constitution and public administration; social, legal, political and economic problems of perennial life and interest; the background and setting of Christianity's rise and growth. (This course carries no language credit. No knowledge of Latin is required for admission.) 6 s.h. (E) PROFESSOR ROGERS

211-212. ROMAN ORATORY.—A reading course in the history and development of Roman oratory, based for the most part on Cicero's *Brutus* and the *Dialogus* of Tacitus. 6 s.h. (E) PROFESSOR ROGERS

DEPARTMENTAL MAJOR

Prerequisite: Latin 1-2, 3-4, or equivalent.

Major Requirements: 24 semester hours which must include courses 51-52, 101-102, 103-104, and 6 semester hours in courses at the 200-level.

Recommended Courses: Latin 65-66, Composition, and 131-132, Roman History.

Related Work: Eighteen hours of related work, elected usually in Greek, Philosophy, Art, Romance Languages, and English. Majors who contemplate graduate work are reminded of the necessity of Greek, German, and French for such study.

MATHEMATICS

PROFESSOR GERGEN, CHAIRMAN; PROFESSOR DRESSEL, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR HICKSON, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS CARLITZ, ELLIOTT, ROBERTS, AND THOMAS; SENIOR RESEARCH ASSOCIATE BUREAU; VISITING ASSOCIATE PROFESSOR CAMPBELL; ASSISTANT PROFESSOR SHOENFIELD; DRS. BRAGG, MCLEOD, MOHAT, PELLICCIARO, PINKHAM, PROSSER, SWIFT, AND WARNER; AND ASSISTANTS

The following program of courses in Mathematics is planned for 1956-57. Fall: 1, 5, 6, 50, 51, 52, 53, 111, 139, 158, 235, 247, 285, 291. Spring: 1, 5, 6, 16, 50, 51, 52, 53, 131, 140, 175, 236, 248, 286, 292.

1. INTERMEDIATE ALGEBRA.—Elementary topics, factoring, fractions, linear equations in one, two and three unknowns, functions and graphs, exponents and radicals, elements of quadratic equations. Prerequisite: one unit in algebra and one unit in geometry. 3 s.h. (W & E) STAFF

5. COLLEGE ALGEBRA.—Advanced topics in quadratic equations, systems involving quadratics, variation, binomial theorem, progressions, inequalities, theory of equations, determinants, partial fractions, probability. This course and Mathematics 6 may be taken concurrently. Prerequisite: Mathematics 1, or one and one-half units in algebra and one unit in geometry. 3 s.h. (w & e) **STAFF**

6. PLANE TRIGONOMETRY.—Logarithms, right and oblique triangles, radian measure, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations. Prerequisite: must be preceded or accompanied by Mathematics 5. 3 s.h. (w & e) **STAFF**

16. MATHEMATICS OF INVESTMENT.—Simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, life insurance. Prerequisite: Mathematics 5. 3 s.h. (w) **STAFF**

50. PLANE ANALYTIC GEOMETRY.—Rectangular and polar coordinates, loci, straight lines, conic sections. This course and Mathematics 51 may be taken concurrently. Prerequisite: Mathematics 5 and 6. 3 s.h. (w) **STAFF**

51. CALCULUS I.—Differentiation of elementary functions, curve tracing, maxima and minima, motion, curvature, indeterminate forms. Prerequisite: must be preceded or accompanied by Mathematics 50. 3 s.h. (w) **STAFF**

52. CALCULUS II.—Integration of elementary functions, areas, solids of revolution, length of arc, surfaces of revolution, centroids, moments of inertia, pressure. Prerequisite: Mathematics 51. 3 s.h. (w) **STAFF**

53. CALCULUS III.—Introduction to solid analytic geometry, partial differentiation, multiple integrals, series, introduction to differential equations. Prerequisite: Mathematics 52. 3 s.h. (w) **STAFF**

111. MATHEMATICAL ANALYSIS FOR ENGINEERS.—Ordinary and partial linear differential equations with constant coefficients, Fourier series and their applications, vectors. Prerequisite: Mathematics 53. 3 s.h. (w) **STAFF**

123. HIGHER ALGEBRA.—The number system, mathematical induction, inequalities, series, recurring series, continued fractions, recurring continued fractions, summation of series, probability. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. (w) **ASSOCIATE PROFESSOR HICKSON**

124. STATISTICS.—Averages, moments, dispersion, skewness, kurtosis, correlation, types of distributions, curve fitting, graduation of data to type curves, sampling theory. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. (w) **STAFF**

125. ELEMENTARY THEORY OF EQUATIONS.—Permutations, determinants, matrices, linear systems, polynomials and their roots, constructibility, resultants, discriminants, simultaneous equations. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. (w) **PROFESSOR THOMAS**

131. ELEMENTARY DIFFERENTIAL EQUATIONS.—Solution of differential equations of elementary types; formation and integration of equations arising in applications. Prerequisite: Mathematics 52. 3 s.h. (w) **STAFF**

139-140. ADVANCED CALCULUS.—Multiple integrals, series, Taylor's theorem, partial differentiation, improper integrals, line integrals, Green's theorem, complex numbers. Prerequisite: Mathematics 53. 6 s.h. (w) **PROFESSOR ELLIOTT**

158. FINITE DIFFERENCES.—Operators, interpolation formulas for equal and unequal intervals, inverse interpolation, summation, differential and difference operators, approximate integration. Offered in alternate years. Prerequisite: Mathematics 52. 3 s.h. (w) **ASSOCIATE PROFESSOR HICKSON**

160. ELEMENTARY SOLID ANALYTIC GEOMETRY.—Planes, straight lines, quadric surfaces. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. **STAFF**

175. PROBABILITY.—Permutations and combinations, total and compound probability, Bayes' theorem, Bernoulli's theorem, mathematical expectation, applications. Offered in alternate years. Prerequisite: Mathematics 52. 3 s.h. (w)

ASSISTANT PROFESSOR HICKSON

FOR SENIORS AND GRADUATES

221. NUMERICAL ANALYSIS.—The electronic computer, the art of calculation, and the analysis of error. The transition from physical reality to physical abstraction, to mathematical abstraction, to numerical abstraction to a numerical computing program. Numerical function theory, theory of approximation, approximate solution of equations, and numerical calculus. Prerequisite: Mathematics 53. 3 s.h. (w)

ASSOCIATE PROFESSOR CAMPBELL

227-228. THEORY OF NUMBERS.—Congruences, arithmetic functions, compound moduli, quadratic reciprocity, Gauss sums, quadratic forms, sums of squares. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR CARLITZ

229-230. ALGEBRAIC NUMBERS.—Ideals, unique factorization, divisors of the discriminant, determination of the class number. Prerequisite: Mathematics 125. 6 s.h. (w)

PROFESSOR CARLITZ

235-236. ABSTRACT ALGEBRA.—Groups, fields, rings, matrices, quadratic and bilinear forms, general Galois theory, hypercomplex systems. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR CARLITZ

247-248. ARITHMETIC OF POLYNOMIALS.—Field theory, detailed study of finite fields, special polynomials and functions, valuation theory, the zeta function. Prerequisite: Mathematics 235, or consent of the instructor. 6 s.h. (w)

PROFESSOR CARLITZ

253-254. DIFFERENTIAL GEOMETRY.—Curves and surfaces in three dimensional Euclidean Space, applicability, differential parameters, Riemannian geometry of n -space. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR THOMAS

255-256. PROJECTIVE GEOMETRY.—Postulational, synthetic treatment centering around Desargues' theorem and the principle of projectivity. Conics, coordinates, order, continuity, metric properties. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR THOMAS

271-272. INTRODUCTORY TOPOLOGY.—Topological properties of Euclidean spaces, set-theoretic and combinatorial methods. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR ROBERTS

285. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Vectors, line and surface integrals, tensors, complex variables, differential and integral equations. Prerequisite: Mathematics 53. 3 s.h. (w)

PROFESSOR DRESSEL

286. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Wave equation, Fourier series, heat equation, telegraphic equations, Legendre polynomials, Bessel functions, Schrödinger's equation. Prerequisite: Mathematics 53. 3 s.h. (w)

PROFESSOR DRESSEL

291-292. THEORY OF FUNCTIONS.—Limits, implicit functions, power series, double series, Cauchy's theorem and its applications, residues, Riemann surfaces, conformal mapping. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR GERGEN

DEPARTMENTAL MAJOR

For the A.B. degree:

Prerequisite: Mathematics 5 and 6.

Major and Related Work: 42 semester hours.

Major Requirements: Mathematics 50, 51, 52, 53 and 12 semester hours in courses in mathematics numbered above 100.

Related Work: 18-24 semester hours of course work, ordinarily in the following departments: chemistry, economics and business administration, philosophy, physics. For the B.S. degree:

Prerequisite: Mathematics 5 and 6.

Major and Related Work: 48 semester hours.

Major Requirements: Mathematics 50, 51, 52, 53 and 12 semester hours in courses in mathematics numbered above 100.

Related Work: 14-24 semester hours of course work in the natural sciences.

MEDICAL SCIENCE

These courses in medical science have been approved by the Faculty Council as appropriate for the Bachelor's degree.

109. ANATOMY RELATED TO MOTION.—A course in human anatomy in which the dissection is restricted to the muscles, bone, and joints and to the circulatory and nervous systems as they are related to movement. Limited to 24 students. Lectures and laboratory. *Prerequisite:* Zoology 1-2. 8 s.h.

PROFESSOR MARKEE AND STAFF

203. HUMAN PHYSIOLOGY.—A course in human physiology in which the functions of all organ systems are covered. Special emphasis is given to the study of neuro-muscular and cardiovascular functions. Lectures, laboratory experiments and demonstrations, and conferences. Limited to sixteen students. Primarily for physical therapy students. *Prerequisites:* Chemistry 1-2 and Zoology 1-2. 6 s.h.

ASSISTANT PROFESSOR WAYLAND HULL AND STAFF

NAVAL SCIENCE

PROFESSOR FORD, CAPTAIN, U. S. NAVY, CHAIRMAN; ASSOCIATE PROFESSOR MALINASKY, COMMANDER U. S. NAVY, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR KLEIN, LIEUTENANT COMMANDER U. S. NAVY, SUPERVISOR OF FRESHMAN INSTRUCTION; ASSISTANT PROFESSORS IVES, LIEUTENANT COMMANDER

U. S. NAVY, BOWEN AND MAJESKY, LIEUTENANTS, U. S. NAVY;

AND ASSISTANT PROFESSOR MORRISON, MAJOR

U.S. MARINE CORPS

Standardized titles and numbers for courses are established by the Bureau of Naval Personnel for use at the 52 NROTC institutions. The first digit indicates the year of the course; the second digit indicates whether semester or quarter (0 for semester, 1 for quarter); the third digit indicates the semester or quarter of school year in which offered. Specialized courses for Marine Corps officer candidates are indicated by the letter "M" after the number, and substitute for the basic course of the same number.

NS 101. NAVAL HISTORY.—History of navy regulations, naval customs and courtesies considered basic to further study of Naval Science; naval history, relating the rise and fall of sea power to other aspects of world history as a basis for understanding the role of navies in the world today. 3 s.h. (w)

COMMANDER MALINASKY; LIEUTENANT COMMANDER KLEIN

NS 102. NAVAL ORIENTATION.—Introduction to carrier, air, surface, under-sea, and amphibious warfare; basic types, characteristics, capabilities, and limitations of naval vessels; deck seamanship; naval formations and maneuvers. 3 s.h. (w)

COMMANDER MALINASKY; LIEUTENANT COMMANDER KLEIN

NS 201. NAVAL WEAPONS.—Evolution of naval ordnance; types and properties of explosives; principles in design and assembly of guns and ammunition; gun assembly types and operation, capabilities and limitations of past, present and future weapons systems; principles and use of radar and radar systems; elements and principles in the problem of control of naval weapons against air and surface targets. 3 s.h. (w)

LIEUTENANT BOWEN

NS 202. NAVAL WEAPONS.—The elements of representative gun fire control systems; principles in the mechanical and electronic solution of fire control problems; principles in the alignment and maintenance of gun batteries; organization and functions of the combat information center; naval gunfire support of amphibious operations; principles and use of anti-submarine warfare devices and systems; principles of torpedoes, mines, rockets, and guided missiles. 3 s.h. (w)

LIEUTENANT BOWEN

NS 301. NAVAL ENGINEERING.—Principles of steam engineering as related to naval installations for main propulsion and auxiliaries; future trends in naval engineering plants, ship stability and buoyancy in the practice of ship design and damage control; a general understanding of Diesel Engines. 3 s.h. (w)

LIEUTENANT COMMANDER IVES

NS 301M. EVOLUTION OF THE ART OF WAR.—A survey of the evolution of weapons, strategy, tactics and material; illustration of the classic principles of war by a study of selected battles and campaigns; a summary of the development of U. S. military and foreign policy. 3 s.h. (w)

MAJOR MORRISON

For Marine Corps Candidates.

NS 302. NAVIGATION.—Magnetic and gyro compasses; principles of chart construction; dead reckoning; piloting; nautical astronomy including a study of the actual and apparent motion of the earth, celestial coordinates, time systems, the astronomical triangle, identification of stars and planets; solutions of observations for lines of position; complete day's work in practical navigation. 3 s.h. (w)

LIEUTENANT COMMANDER IVES

NS 302M. MODERN BASIC STRATEGY AND TACTICS.—Modern tactical principles and techniques, especially on the small unit level, illustrated by contemporary historical examples; development of a general understanding of strategy. 3 s.h. (w)

MAJOR MORRISON

For Marine Corps Candidates.

NS 401. NAVAL OPERATIONS.—Tactics and operations including concepts of combined fleet, force, and group operations; watchstanding duties afloat; relative motion and its application to tactical maneuvering; electronic navigation; communications from ship to ship through fleet levels; Rules of the Nautical Road. 3 s.h. (w)

CAPTAIN FORD; LIEUTENANT MAJESKY

NS 401M. AMPHIBIOUS WARFARE.—History and development of amphibious operations and organization; analyses of amphibious operations of World War II and of the Korean action. 3 s.h. (w)

MAJOR MORRISON

For Marine Corps Candidates.

NS 402. NAVAL ADMINISTRATION.—Structure of the Navy, organization and administrative procedures; principles of personnel management; elements of military law; leadership and personal relations. 3 s.h. (w)

CAPTAIN FORD; LIEUTENANT MAJESKY

NS 402M. AMPHIBIOUS WARFARE, PART II.—Further study of selected amphibious operations; Uniform Code of Military Justice; leadership. 3 s.h. (w)

For Marine Corps Candidates.

MAJOR MORRISON

REQUIREMENTS FOR COMMISSION

Naval Science: 24 semester hours.

Other university courses: Completion of course requirements to qualify for a baccalaureate degree, or higher. These courses must include Math 6 (unless math through trigonometry successfully completed in secondary school); Physics 1-2 or 41-42, to be completed by the end of the sophomore year (mandatory for Regular students only). Physical training must be taken in accordance with University requirements and each student must include such instruction in swimming as to qualify him as a first class swimmer.

Summer training: Regular NROTC students must participate in three periods of training on board ship or at naval shore stations. Contract students are required to take one training cruise of about six weeks' duration, normally between the junior and senior years.

PHILOSOPHY

PROFESSOR BAYLIS, CHAIRMAN; ASSISTANT PROFESSOR EUCK, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR PEACH, SUPERVISOR OF FRESHMAN INSTRUCTION;

PROFESSORS NEGLEY, AND PATTERSON; ASSISTANT PROFESSORS

CLARK AND WELSH; VISITING PROFESSOR STRAWSON

The undergraduate program in the Department of Philosophy is designed to acquaint students with the content and the structure of philosophical theory in

various areas. Discussion is encouraged so that the student can actively engage in the philosophical examination of problems.

Course offerings fall into two general categories: the systematic and the historical. In a systematic treatment, the organization of a course is primarily in terms of the problems presented by the subject-matter of that course, as in logic, ethics, metaphysics, etc. In historical courses, attention is directed more to the order of development in the thought of a particular philosopher (Plato, Aristotle, Kant, etc.), or in a historical period. In all courses, reading of the works of philosophers will acquaint the student with the important and influential contributions to the definition and solution of philosophical issues.

The problems raised in philosophy in respect to the various fields of the arts and sciences involve questions which are not normally given attention in those particular disciplines. In the consideration of such problems, therefore, it is expected that the student will acquire some understanding and perspective of the major areas of man's intellectual endeavor. In this sense, philosophical comprehension is an essential part of a student's learning and education.

The following courses fulfill minimum uniform requirements:

Literature, Art, Music, and Philosophy (six hours required)—Philosophy 49, 91, 93, 94, 97, 98, 116, 117.

Natural Sciences (eleven hours required)—Three of the eleven hours may be fulfilled by Philosophy 48, 103, or 104.

All courses numbered below 200 will be offered every year.

48. LOGIC.—A study of the conditions of effective thinking and clear communication, and of typical sources of fallacies. Examination of the basic principles of *deductive* reasoning (making explicit the implications of statements) and of *inductive* reasoning (the formulation and testing of hypotheses on the basis of experience and experiment). Emphasis on practical illustrations and applications. 3 s.h. (E & W)
ASSISTANT PROFESSORS BUCK, CLARK, AND WELSH

49. ETHICS.—An introductory consideration of basic ethical concepts and principles as developed in European and American thought and culture. 3 s.h. (E & W)
PROFESSORS BAYLIS AND NEGLEY; ASSISTANT PROFESSORS BUCK AND WELSH

91. INTRODUCTION TO PHILOSOPHY.—A systematic and historical examination of the major problems of knowledge, morals, and metaphysics. 3 s.h. (E & W)
STAFF

93. HISTORY OF PHILOSOPHY; ANCIENT AND MEDIEVAL.—A study of the major philosophers of the period with special reference to the continuity of their thought. 3 s.h. (E & W)
PROFESSOR PATTERSON; ASSISTANT PROFESSOR BUCK

94. HISTORY OF PHILOSOPHY; MODERN.—A study of the major philosophers of the period with special reference to the continuity of their thought. 3 s.h. (E & W)
ASSISTANT PROFESSOR PEACH

97. POLITICAL AND SOCIAL PHILOSOPHY.—Discussion of the fundamental principles of political and social organization, with particular attention to democratic philosophy, corporate theory, and Marxist ideology. 3 s.h. (W)
PROFESSOR NEGLEY

98. SOCIAL IDEALS AND UTOPIAS.—Reading of selected Utopias; analysis of the value-structures and political principles of these ideal societies. 3 s.h. (W)
PROFESSOR NEGLEY

101. PHILOSOPHY OF RELIGION.—A critical examination of the facts of religious experience and their bearing upon metaphysics. 3 s.h. (E)
PROFESSOR PATTERSON

103. SYMBOLIC LOGIC.—Detailed analysis of deduction and of deductive systems. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

104. PHILOSOPHY OF SCIENCE.—The principal philosophical and methodological problems in contemporary science. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

109. INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE.—Examination and discussion of such problems as the origin of language, sign-using behavior, definition, the nature of interpretation, and special uses of language: scientific, poetic, persuasive. 3 s.h. (w) ASSISTANT PROFESSOR WELSH

116. THE DEVELOPMENT OF PHILOSOPHY IN AMERICA.—A historical and critical survey of the leading philosophical movements from Colonial times to the present. 3 s.h. (w) PROFESSOR NEGLEY

117. HISTORY OF ETHICS.—A survey and analysis of the ethical systems of the great philosophers. Readings in original sources. 3 s.h. (E) ASSISTANT PROFESSOR WELSH

FOR SENIORS AND GRADUATES

202. PHILOSOPHY OF ART.—A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, and painting. Problems discussed include: the nature and purposes of the arts; meaning in the arts; art and morality; the role of standards in art criticism; aesthetic judgment; interpretation and evaluation. 3 s.h. (E) ASSISTANT PROFESSOR WELSH

203. CONTEMPORARY ETHICAL THEORIES.—Critical discussion and evaluation of the ethical views of twentieth century British and American philosophers. 3 s.h. (E) PROFESSOR BAYLIS

Offered in 1956-7 and in alternate years.

205. EPISTEMOLOGY.—A critical and evaluative study of rival theories of meaning, truth and knowledge, of the nature and grounds of a priori knowledge, and of the nature of empirical knowledge and the types of empirical evidence. 3 s.h. (E) PROFESSOR BAYLIS AND ASSISTANT PROFESSOR BUCK

207. THE PHILOSOPHY OF HISTORY.—An enquiry into the logic and methodology of the knowledge of history and into the metaphysical implications of history. 3 s.h. (w) PROFESSOR NEGLEY

208. POLITICAL PHILOSOPHY.—Analysis of the structure of social organization with particular reference to the nature of political and legal institutions. 3 s.h. (w) PROFESSOR NEGLEY

210. PHILOSOPHY OF RELIGION.—A critical and constructive study of the nature of religion, of its various forms and manifestations, and of its functions in human life. 3 s.h. (E) PROFESSOR PATTERSON

211. PLATO.—An examination of Plato's views with respect to knowledge, reality, and the state. 3 s.h. (E) PROFESSOR PATTERSON

Offered in 1955-56 and in alternate years.

217. ARISTOTLE.—An analysis of Aristotle's views with respect to knowledge, reality, and the state. 3 s.h. (E) PROFESSOR PATTERSON

218. MEDIEVAL PHILOSOPHY.—A study of the philosophy of the Middle Ages with special attention to selected texts from the works of Christian, Jewish and Arabian philosophers. 3 s.h. (E) PROFESSOR PATTERSON

219. KANT.—Reading and discussion of his philosophy, with some attention to historical continuity. 3 s.h. (w) PROFESSOR NEGLEY

220. THE POST-KANTIAN.—The development from Kant through Fichte and Schelling to Hegel; emphasis on the Hegelian dialectic and its influence on political and legal philosophy. 3 s.h. (w) PROFESSOR NEGLEY

222. REASON AND COMMON SENSE IN 17TH AND 18TH CENTURY BRITISH THOUGHT.—Studies in the theories of reason and sentiment following Hobbes, and the development of opposition among rational, common sense and empirical theories of knowledge and conduct. Readings in Cumberland, Shaftesbury, Hutcheson, Reid and others. 3 s.h. (E) ASSISTANT PROFESSOR PEACH

223. CONTEMPORARY PHILOSOPHY: IDEALISM.—Examination and analysis of the idealist position in recent and contemporary philosophy, with special attention to the works of F. H. Bradley and the British Idealists. 3 s.h. (w) PROFESSOR NEGLEY

224. CONTEMPORARY PHILOSOPHY: REALISM.—A critical analysis, comparison and evaluation of the several varieties of recent realistic theories, presentative and representative. 3 s.h. (E)
PROFESSOR BAYLIS

227. CONTINENTAL RATIONALISM.—A critical study of the writings of Descartes, Spinoza, and Leibnitz, with special emphasis on problems in the theory of knowledge and metaphysics. 3 s.h. (E)
ASSISTANT PROFESSOR PEACH

228. RECENT AND CONTEMPORARY PHILOSOPHY.—A critical study of outstanding philosophical views from Schopenhauer to the present. 3 s.h. (E)
ASSISTANT PROFESSOR PEACH

229. AMERICAN PRAGMATISM.—Studies in the philosophy of Pierce, James, Dewey, and Meade. 3 s.h. (E)
ASSISTANT PROFESSOR WELSH

232. SPECIAL PROBLEMS IN THE PHILOSOPHY OF SCIENCE.—Selected topics concerning the methods of the sciences and the philosophy of science. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

236. ORIENTAL PHILOSOPHY.—A study of the genesis of philosophical ideas in the Upanishads and the Bhagavadgita, and of the developments of the orthodox systems and of the philosophies of the Jains and Buddhists. 3 s.h. (E)
PROFESSOR PATTERSON

241. LOGIC.—Fundamental Problems of Logic. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

250. PHILOSOPHICAL ANALYSIS.—A critical study of recent and contemporary essays in philosophical analysis, and an evaluation of the nature, methods, and results of this movement. 3 s.h. (E)
PROFESSOR BAYLIS AND ASSISTANT
PROFESSOR BUCK

252. METAPHYSICS.—A critical and evaluative study of rival metaphysical theories and their bases. Analysis of the fundamental metaphysical categories and of metaphysical methods. 3 s.h. (E)
PROFESSOR BAYLIS

DEPARTMENTAL MAJOR

Philosophy 48 (Logic) is recommended for all those intending to major in philosophy.

Major Requirements: Twenty-four semester hours in philosophy in courses numbered above 50 including the following:

Philosophy 93 and 94.

Philosophy 117, 203, or 208.

6 semester hours in Philosophy senior-graduate courses.

Related work: Six hours minimum in each of two departments approved by the Philosophy adviser. Courses may not be those primarily open to freshmen. There is no restriction in principle as to departments in which related work may be taken, and the approval of the Philosophy adviser is required only to insure some coherence in the program of major and related work as a whole.

PHYSICS

PROFESSOR NIELSEN, CHAIRMAN; ASSOCIATE PROFESSOR LEWIS, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSOR CARPENTER, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS GORDY, NEWSON, NORDHEIM, AND SPONER; ASSOCIATE PROFESSORS FAIRBANK AND GREULING; ASSISTANT PROFESSORS BLOCK AND WILLIAMSON;
MR. SLAUGHTER; AND ASSISTANTS

A student wishing to major in physics should arrange to complete the necessary mathematics as soon as possible.

1-2. INTRODUCTORY PHYSICS.—This course traces historically and experimentally the development of the important principles of physics. This course is open to freshmen, sophomores and juniors and meets the general science requirement. Three hours of recitation and one two-hour laboratory each week. 8 s.h. (w)

PROFESSORS CARPENTER AND NIELSEN; ASSISTANT
PROFESSOR WILLIAMSON; AND ASSISTANTS

41-42. GENERAL PHYSICS.—This course treats the basic principles of general physics in a more quantitative manner than Physics 1-2. It meets in a thorough way the physics requirement for entrance into the study of either medicine or engineering, and is well suited for the general science student. This course is not open for credit for students who have completed Physics 1-2. Three lecture-recitations and one three hour laboratory period each week. Prerequisites: Mathematics 5-6 or equivalent (Mathematics 5-6 may be taken concurrently). 8 s.h. (w)

PROFESSOR CARPENTER AND STAFF AND ASSISTANTS

75. MODERN PHYSICS.—The elements of atomic and nuclear physics. Kinetic theory, relativity, quantum theory, spectra, x-rays, radio-activity, cosmic rays. Prerequisites: Physics 1-2, or Physics 41-42, or equivalent; a course in differential calculus which may be taken concurrently. 3 s.h. (w)

ASSOCIATE PROFESSOR FAIRBANK

125. INTERMEDIATE PHYSICS—MECHANICS.—The course covers in a thorough manner the elements of mechanics. Three recitations per week. Prerequisites: Physics 1-2 or 41-42 or equivalent, and a course in differential and integral calculus. 3 s.h. (w)

PROFESSOR NIELSEN

126. INTERMEDIATE PHYSICS—ELECTRICITY.—The elements of electricity and magnetism. Three lectures and one three-hour laboratory per week. Prerequisites: Physics 125 or equivalent work approved by the instructor, and differential and integral calculus. 4 s.h. (w)

ASSOCIATE PROFESSOR GREULING

176. INTERMEDIATE PHYSICS—THERMODYNAMICS AND KINETIC THEORY.—The elements of thermodynamics and kinetic theory and elementary statistical mechanics. Three recitations per week. Prerequisites: Physics 125 or equivalent work approved by the instructor, and differential and integral calculus. 3 s.h. (w)

PROFESSOR NEWSON

A course in general college physics, Physics 125 and 126 or equivalent validated by examination, and a course in differential and integral calculus are prerequisites to all courses numbered 200 and above.

201-202. MECHANICS.—The fundamental principles of statics and the dynamics of particles and rigid bodies. Three recitations each week. 6 s.h. (w)

ASSISTANT PROFESSOR BLOCK

213-214. CONTEMPORARY PHYSICS.—A course which covers the fundamental concepts and the experimental basis of modern physics. Three lectures each week. 6 s.h. (w)

ASSOCIATE PROFESSOR LEWIS

217-218. ADVANCED PHYSICS LABORATORY.—Measurements involving the fields of mechanics, electricity, magnetism, heat, sound, optics and modern physics. 2-6 s.h. (w)

THE STAFF

219. ELECTRICITY AND MAGNETISM.—Fundamentals of electricity and magnetism. Motion of charged particles in fields and the physics of electron tubes. Direct and alternating current circuits and networks. Electromagnetic waves. 3 s.h. (w)

ASSOCIATE PROFESSOR LEWIS

220. ELECTRON TUBE CIRCUITS.—Linear circuit analysis, rectifiers, filters, linear amplifiers, feedback, noise, power amplifiers, oscillators, modulation, relaxation oscillators. 4 s.h. (w)

ASSOCIATE PROFESSOR LEWIS

225-226. ELEMENTARY INVESTIGATIONS.—The aim of this course is to provide training in the laboratory and library methods of physical research. Properly qualified students may conduct elementary investigations under the supervision of a member of the staff. 3-6 s.h. (w)

THE STAFF

DEPARTMENTAL MAJOR

A. For the A.B. degree:

Prerequisites: Physics 1-2 or 41-42 or equivalent, and Mathematics 5-6.

Major Requirements: Eighteen to 24 semester hours in physics including Physics 75, 125, 126 and 176 or equivalent.

Related Work: Eighteen to 24 semester hours from the following courses: Mathematics 51, 52, 53 and 131, and Chemistry 1-2.

B. For the B.S. degree:

Prerequisites: Physics 1-2 or 41-42 or equivalent, and Mathematics 5-6 or equivalent.

Major Requirements: Twenty-four to 34 semester hours in physics including Physics 75, 125, 126 and 176 or equivalent.

Related Work: Fourteen to 24 semester hours from the following courses: Mathematics 51, 52, 53 and 131, and Chemistry 1-2.

POLITICAL SCIENCE

PROFESSOR RANKIN, CHAIRMAN; PROFESSOR CONNERY, DIRECTOR OF UNDERGRADUATE STUDIES;
PROFESSORS COLE, HALLOWELL AND WILSON; VISITING PROFESSORS COKER
AND WHEARE; LECTURER ELLIS; ASSOCIATE PROFESSORS SIMPSON
AND BRAIBANTI; ASSISTANT PROFESSORS CHEEK AND
HANSON; VISITING LECTURER LEACH;
DRS. HALL AND GREENLAW

The general objective of the Department of Political Science is to acquaint students with the theory and practice of government and politics at the local, state, national and international levels. While primary attention is focused upon the American political and administrative system, emphasis is also placed upon a comparative study of the political institutions and movements of thought peculiar to the nations of Europe, Latin America and the Far East. The student's attention is also directed to the problems encountered in international organization, politics and law. The development of political theories from Plato to the present day is an essential part of the department's course offerings. Methods of study include the descriptive, the historical, the legal, the comparative and the philosophical.

Directing its effort to an intelligent understanding of the contemporary world and of the responsibilities which are laid upon citizens of a democracy, the Department of Political Science shares the general objectives of a liberal arts education. While the department does not aim at vocational education, the knowledge it seeks to impart should be useful to anyone contemplating a career in the government service or politics.

Students intending to major in the department should take Political Science 11-12 or 61-62. No student may take more than one of these two courses for credit. Ordinarily one of them must be taken before proceeding to more advanced work in the department. This rule may be waived with the consent of the instructor giving the advanced course.

The advanced courses are divided into three major groups but no sequence of courses beyond the introductory course is prescribed. The student would be well advised, however, to select some courses from each group.

The Senior Seminars are designed to provide an opportunity for majors in the department to pursue independent study and research.

INTRODUCTORY COURSES

11-12. THE AMERICAN SYSTEM OF GOVERNMENT.—An introductory study of the principles and operation of the American government in the light of the present world position of the United States. The first semester is devoted to institutions and politics of the American government; the second semester to such issues as civil liberties, American foreign policies and government policy toward agriculture, labor and business. (Only open to Freshmen.) 6 s.h. (E & W)

DRS. HALL AND GREENLAW

[Students who complete 11 in the spring semester should thereafter take course 62 instead of 12.]

61-62. AMERICAN AND COMPARATIVE POLITICAL SYSTEMS.—Principles and institutions of modern government, the first semester being devoted to American

government, the second to a comparative study of governments in the United States and outside. 6 s.h. (E & W)

ASSOCIATE PROFESSOR SIMPSON; ASSISTANT PROFESSOR HANSON;
ASSISTANT PROFESSOR CHEEK; VISITING LECTURER LEACH;
DRS. HALL AND GREENLAW

[Not open to freshmen or to students who have had courses 11-12 or 63-64.]

71. GOVERNMENT IN THE UNITED STATES.—Lecture and reading course recommended but not required for all students taking course 61. Open only to students enrolled in 61 and to sophomores who passed 11 in their freshman year. 1 s.h.

PROFESSOR CONNERY AND SENIOR STAFF

POLITICAL THEORY AND COMPARATIVE GOVERNMENT

123. INTRODUCTION TO POLITICAL PHILOSOPHY.—A course devoted to the reading and discussion of selected political classics including Plato's *Republic*, Aristotle's *Ethics* and *Politics* and other works as time permits. 3 s.h. (w)

PROFESSOR HALLOWELL

136. MAJOR EUROPEAN GOVERNMENTS.—A general introductory survey of the governments of Great Britain, France, Germany, Italy, and the Soviet Union. Special attention is given to constitutional developments, the organization and ideologies of political parties, and current political problems. 3 s.h. (w)

PROFESSOR COLE

151. GOVERNMENTS AND POLITICS OF MEXICO AND THE CARIBBEAN AREA.—A study of their contemporary governments, political problems and international relations. 3 s.h. (w)

DR. ELLIS

152. THE GOVERNMENTS AND POLITICS OF SOUTH AMERICA.—The constitutional development, governmental organization, inter-American co-operation and political problems of the principal South American states. 3 s.h. (w)

DR. ELLIS

211. POLITICAL INSTITUTIONS OF THE FAR EAST.—An analysis of the ideas underlying the development of government in Japan, China, and Korea. Study of the writings of Lao-tse, Confucius and the sacred books of Buddhism and Shinto. Particular attention is given to the theory of Confucian bureaucracy, the Taikwa Reform, the development of the Tokugawa administrative state, the constitutional reforms of Sun Yat-sen in China and of the Meiji Era in Japan. 3 s.h. (w)

ASSOCIATE PROFESSOR BRAIBANTI

223. POLITICAL THOUGHT TO THE SEVENTEENTH CENTURY.—A survey from the time of Plato to the close of the seventeenth century; Graeco-Roman, Patristic and Germanic thought; individualism and cosmopolitanism; effect of the Church-State controversy and the conciliar movement; medieval constitutionalism; legislative sovereignty. 3 s.h. (w)

PROFESSORS WILSON AND HALLOWELL

224. MODERN POLITICAL THEORY.—An historical survey and philosophical analysis of political theory from the beginning of the seventeenth to the middle of the nineteenth century. Attention is given to the rise of liberalism, the Age of Enlightenment, the romantic and conservative reaction, idealism and utilitarianism. 3 s.h. (w)

PROFESSOR HALLOWELL AND VISITING PROFESSOR COKER

225. COMPARATIVE GOVERNMENT.—A comparative study of modern political institutions with particular attention to European constitutional government and politics. 3 s.h. (w)

PROFESSOR COLE

226. COMPARATIVE GOVERNMENT.—A comparative study of modern political institutions with particular attention to European totalitarian government and politics. 3 s.h. (w)

PROFESSOR COLE

229. RECENT AND CONTEMPORARY POLITICAL THEORY.—The rise of positivism and its impact upon modern political thought, the origins of socialism, Marxism and its variants, socialism in the Soviet Union, nationalism, Fascism and National Socialism, the crisis in modern democracy, Christianity and the social order. 3 s.h. (w)

PROFESSOR HALLOWELL AND VISITING PROFESSOR COKER

231. AMERICAN POLITICAL THEORY.—An analysis of the main currents in American political thought from colonial beginnings to the present day, with emphasis upon the development of liberalism in America. 3 s.h. (w)

PROFESSOR HALLOWELL

235. THE BRITISH COMMONWEALTH.—An analysis of the political relationships between the members of the Commonwealth and a comparative study of the governments of the Dominions, with particular reference to Canada. 3 s.h. (w)

PROFESSOR COLE AND VISITING PROFESSOR WHEARE

271. SOCIOPOLITICS AND CAPITALISM.—Labor and labor policies in Western Europe and the United States in the nineteenth and twentieth centuries; the development of monopoly power and political power of labor in recent decades. 3 s.h. (w)

AMERICAN GOVERNMENT AND PUBLIC ADMINISTRATION

125. AMERICAN POLITICAL PARTIES AND PRACTICAL POLITICS.—A study of the historical development, organization, and methods of political parties in the United States. 3 s.h. (w)

ASSOCIATE PROFESSOR SIMPSON

128. POLITICAL BEHAVIOR AND THE AMERICAN VOTER.—An analysis of the factors influencing Democratic, Republican, and independent voting behavior, citizen participation in elections, and the conduct of political campaigns. Emphasis will be placed upon the behavioral approach to political science. 3 s.h. (w)

141. PUBLIC ADMINISTRATION.—An introduction to the role of administration in the governmental process considering principles of administrative organization, methods of administrative control, personnel and fiscal management. In general the study of the organizational and administrative problems encountered by any government agency charged with carrying out a public policy. 3 s.h. (w)

DR. HALL

146. LEGISLATION.—A study of the composition and structures of legislative bodies and of the legislative process with attention to procedure, methods, techniques, delegation of discretion, and the use of controls. 3 s.h. (w)

ASSOCIATE PROFESSOR SIMPSON

161. GOVERNMENT AND PLANNING.—A study of special areas in government planning. The semester's work is divided into three parts: city planning—land use and zoning, housing and urban redevelopment; resource planning—the governmental problems involved in planning for the conservation and use of natural resources, with special attention given to multi-purpose development of the river and its watershed, and a brief consideration of proposals and developments in the general field of economic planning. 3 s.h. (w)

ASSISTANT PROFESSOR HANSON

164. GOVERNMENT CONTROL OF THE SOCIAL AND ECONOMIC ORDER.—A study of governmental and administrative problems in the regulation of trade and the enforcement of the anti-trust laws, the regulation of transportation and communications and the role of the government in collective bargaining. Consideration is also given to the philosophic aspects of the general growth of government control of industry. 3 s.h. (w)

ASSISTANT PROFESSOR HANSON

174. POLITICS AND ECONOMICS.—An analysis of the influence of politically dominant forces and ideologies upon economic policies and of economics upon politics in societies of principal Western countries since the seventeenth century. 3 s.h. (w)

190. PUBLIC PERSONNEL ADMINISTRATION.—Principles, techniques, problems, and functions of government personnel administration; formal and informal organization for personnel management; comparison of public employment philosophies, policies and services with general personnel management, including recruitment, promotion, training, classification, morale and discipline, compensation, and retirement of public employees. 3 s.h. (E)

ASSISTANT PROFESSOR CHIECK

191. STATE AND LOCAL GOVERNMENT TODAY.—Problems in state, county and city government including the administration of government services such as education, public welfare, law enforcement; inter-governmental relationships; administrative reorganization; methods of popular control; and the reconstruction of state and local government so as to meet present-day needs. 3 s.h. (E)

ASSISTANT PROFESSOR CHEEK

207. AMERICAN CONSTITUTIONAL LAW AND THEORY.—A study of leading principles of American government, as developed through judicial interpretation of the Constitution. 3 s.h. (w)

PROFESSOR RANKIN

209. PROBLEMS IN STATE AND LOCAL GOVERNMENT IN THE UNITED STATES.—A study of the historical development of state and local governments, their present organization and subdivisions, and their relation to each other. Special attention is given to the position of the states in the federal union through the study of federal-state, inter-state, and state-local relations. 3 s.h. (w)

PROFESSOR RANKIN

230. AMERICAN POLITICAL INSTITUTIONS.—A study of the formation and development of institutions of the national government in the United States, with historical and analytical treatment. Among other topics this course is concerned with the Constitutional Convention of 1787, and the development of Congress, the Presidency, and the Supreme Court. 3 s.h. (w)

PROFESSOR RANKIN AND ASSOCIATE PROFESSOR SIMPSON

234. CIVIL-MILITARY RELATIONSHIPS IN AMERICAN GOVERNMENT.—A consideration of the role of the military in American government both in theory and in practice. Special emphasis will be given to formal civil-military structural arrangements for determining policies, such as the National Security Council and to the degree of civilian control within the military establishment. 3 s.h. (w)

PROFESSOR CONNERY

241. ADMINISTRATIVE MANAGEMENT.—An advanced course in public administration with special attention being given to the development of scientific management, its application to government in the United States and a consideration of current problems in organization, procedures, work simplification, and management improvement. 3 s.h. (w)

PROFESSOR CONNERY

242. NATIONAL ADMINISTRATION.—A study of the administrative organization, working concepts and procedures of the United States Government, illustrated through the operations of the Bureau of the Budget. 3 s.h. (w)

PROFESSOR CONNERY

246. GOVERNMENT ADMINISTRATION AND PUBLIC POLICY.—Through use of the laboratory and case study techniques, a consideration of the types of administrative problems that the United States Government encounters in the field of public policy, and their possible solution. 3 s.h. (w)

PROFESSOR CONNERY

291. PROBLEMS OF MUNICIPAL GOVERNMENT.—An analysis of problems relating to the structural system and activities of municipalities in the United States. 3 s.h. (w)

PROFESSOR RANKIN

292. MUNICIPAL ADMINISTRATION.—A study of principles and methods relating to municipal administration in the United States. 3 s.h. (w)

PROFESSOR RANKIN

INTERNATIONAL LAW AND RELATIONS

121. ELEMENTS OF INTERNATIONAL RELATIONS.—Analysis of international politics, of the foundations of national power, and of international co-operation, with emphasis upon attempted solutions of the central problems of international security. 3 s.h. (w)

DR. ELLIS

122. MODERN INTERNATIONAL POLITICS.—A survey of politics leading to the two World Wars with emphasis upon present day conditions resulting from these major conflicts. 3 s.h. (w)

DR. ELLIS

Students who have received credit for History 135-136 may not receive credit for this course.

131. SURVEY OF FAR EASTERN POLITICS.—An introductory survey of international politics in Eastern Asia and the Western Pacific; the rise of Japan as a modern state; China's struggle for political unity, independence and national development. 3 s.h. (Formerly Political Science 111) (w)

DR. ELLIS AND ASSOCIATE PROFESSOR BRAIBANTI

132. CONTEMPORARY PROBLEMS IN FAR EASTERN POLITICS.—The impact of World War II and its aftermath on political institutions and economic structures in the Pacific area. 3 s.h. (Formerly Political Science 112) (w)

DR. ELLIS AND ASSOCIATE PROFESSOR BRAIBANTI

158. CONTROL OF AMERICAN FOREIGN POLICY.—A consideration of the forces which are responsible for the formulation of American foreign policy, and a study of the important factors which have influenced contemporary United States policy in the major areas of the world. The course includes an analysis of the respective roles of the President, Congress, Department of State, and the United Nations, as well as military and public opinion. 3 s.h. (w)

212. INTERNATIONAL POLITICS OF THE FAR EAST.—An analysis of the relations of China, Japan and Korea *inter se* and with outside powers, with emphasis upon changing power relationships within the Asian cultural sphere. 3 s.h. (w)

ASSOCIATE PROFESSOR BRAIBANTI

221. INTERNATIONAL PUBLIC ORGANIZATION.—A study of the structure and functioning of the United Nations organs, of related specialized agencies such as the International Labor Organization, and of regional agencies such as the Organization of American States. 3 s.h. (w)

PROFESSOR WILSON

227-228. INTERNATIONAL LAW.—Elements of international law, particularly as interpreted and applied by the United States; rights and duties of states with respect to recognition, state territory and jurisdiction, nationality, diplomatic and consular relations, treaties, treatment of aliens, pacific settlement of disputes, international regulation of the use of force, and collective security. 6 s.h. (w)

PROFESSOR WILSON

UNDERGRADUATE SEMINARS

201. SENIOR SEMINAR IN POLITICAL SCIENCE.—A seminar intended primarily for majors in Political Science, devoted to the reading, discussion and analysis of major works in modern and contemporary political science. Students are expected to prepare papers on relevant topics for group discussions. Open only to seniors. Prerequisite: consent of the instructor. 3 s.h. (w)

PROFESSOR HALLOWELL

202. SENIOR SEMINAR IN POLITICAL SCIENCE.—Intended primarily for majors in Political Science, this seminar provides an opportunity for the application of principles to current political problems. It provides a means whereby specially qualified students can make a concentrated study of some problem of their own choice. Papers are required and special attention is given to research methods and materials. Political Science 201 is recommended but not required. Open only to seniors. Prerequisite: consent of the instructor. 3 s.h. (w)

PROFESSOR CONNERY

DEPARTMENTAL MAJOR

Prerequisite: Political Science 11-12 or 61-62.

Major Requirements: Eighteen semester hours of work in the Department above courses 11-12 or 61-62, including at least six semester hours of Senior-Graduate courses.

Related Work: Six hours each in two departments approved by the Political Science adviser. Courses may not be those primarily open to freshmen. Usually related work is taken in the Departments of History, Economics, Sociology, or Philosophy.

PSYCHOLOGY

PROFESSOR RODNICK, CHAIRMAN; ASSOCIATE PROFESSOR KIMBLE, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSORS ADAMS, DAI, KOCH, KUDER, AND ZENER; ASSOCIATE PROFESSOR BANHAM, COHEN, GARMEZY, AND LODGE; ASSISTANT PROFESSORS BORSTELMANN, GUTTMAN, JONES, MCHUGH, PARSONS, REICHENBERG-HACKETT, SPIELBERGER AND WILSON

Three or six semester hours in psychology may be used to meet the Social Science and History requirement for the A.B. degree. The courses which will meet the requirement are: Psychology 91 or Psychology 91 plus either Psychology 100 or 101.

Psychology 91 or its equivalent is a prerequisite for all other courses in psychology. Six semester hours in psychology (including Psychology 91) or special permission of the course instructor or the director of undergraduate studies are required for admission to Psychology 144, 145, 148, 206, 212, 215, 229, 230, and 236.

91. **INTRODUCTORY PSYCHOLOGY.**—An introduction to the facts, principles, and problems of normal adult psychology through a study of psychological methods as applied to motivation, emotions, perception, sensation, thinking, memory, learning, individual differences, and personality. 3 s.h. (E & W) STAFF

100. **PERSONALITY AND SOCIAL BEHAVIOR.**—A survey of basic psychological principles underlying the study of personality in relation to the social environment. Among the topics discussed are theories of personality, the process of socialization of the individual, factors influencing adjustment to the social environment, the interaction of culture and personality. 3 s.h. (E)

PROFESSOR ADAMS, ASSISTANT PROFESSORS JONES AND REICHENBERG-HACKETT

101. **INTRODUCTORY SOCIAL PSYCHOLOGY.**—A survey of problems, concepts and methods in the study of social relations and group behavior. Topics to be discussed include: Psychological and socio-cultural factors in the development of motives, values and attitudes; the study of small-group behavior with emphasis on social influence and communication; prejudice and stereotypy. 3 s.h. (E & W)

PROFESSOR ADAMS, ASSISTANT PROFESSORS JONES AND MCHUGH

104. **COMPARATIVE PSYCHOLOGY.**—An examination of the bearing upon general psychological theory of experimental investigations of animal behavior in the fields of motivation and learning. 3 s.h. (E)

[Not offered in 1956-57.]

106. **ABNORMAL PSYCHOLOGY.**—A systematic presentation of the psychology of functional mental disorders with emphasis on its bearing upon general psychological theory. 3 s.h. (E)

ASSISTANT PROFESSORS BORSTELMANN AND PARSONS

110. **APPLIED PSYCHOLOGY.**—Applications of psychology to problems of personnel selection, industrial efficiency, advertising and selling, and other problems of practical interest. 3 s.h. (E)

ASSISTANT PROFESSOR MCHUGH

111. **ADVANCED GENERAL PSYCHOLOGY.**—A more intensive study of several selected problem areas in the field of general psychology with special emphasis on experimental methods and findings in the areas considered. 3 s.h. (E)

[Not offered in 1956-57.]

116. **PSYCHOLOGY OF ADJUSTMENT.**—The course is planned to give an adequate understanding of problems of adjustment and mental hygiene. Lectures and discussions cover an application of the principles and findings of normal and abnormal psychology as these relate to the adjustment of the average individual in our changing society; a survey of the principles of mental hygiene; discussions of current socio-cultural trends significant for individual adjustment. 3 s.h. (E)

ASSISTANT PROFESSOR REICHENBERG-HACKETT

Not open to students who have had Education 68.

117-118. **EXPERIMENTAL AND STATISTICAL METHODS IN PSYCHOLOGY.**—Study of the procedures and methods of psychological investigation through emphasis on human and animal experimentation in such areas as learning, motiva-

tion and perception. Instruction in elementary statistical techniques and their application to the analysis and interpretation of psychological data. Experiments are arranged in a sequence of increasing complexity with respect to subject matter, experimental design and statistical methods. Laboratory and lectures. 8 s.h. (E)

ASSISTANT PROFESSORS GUTTMAN AND WILSON

121. CHILD PSYCHOLOGY.—A detailed study of the practical problems of infancy and early childhood, with special emphasis upon learning, emotional development, social adjustment, and modern conceptions and methods of child training and guidance. 3 s.h. (E)

ASSISTANT PROFESSOR MCHUGH

Not open to students who have had Education 118.

122. ADJUSTMENT OF THE PRE-SCHOOL CHILD.—Study and application of techniques of observing, recording and interpreting the behavior of the pre-school child. The course is designed to meet the needs of students interested in the personality, development and social adjustment of children; to train them in techniques of observing and interpreting the physical, emotional, and intellectual development of the individual child; the role of each child within the social structure of a play group, and a study of the development of group integration. One hour lecture and 4 hours laboratory. 3 s.h. (E)

ASSISTANT PROFESSOR REICHENBERG-HACKETT

126. ADOLESCENT PSYCHOLOGY.—The mental, social, and emotional development of adolescence and youth will be studied, with special attention given to such topics as interests, motivations, home problems, sex differences, recreation, delinquency, and development for citizenship. Prerequisite: Psychology 121 or Education 118. 3 s.h. (E)

ASSISTANT PROFESSOR MCHUGH

130. PRINCIPLES AND METHODS OF PSYCHOLOGICAL EVALUATION.—This is an introductory course in test methods used by psychologists in measuring and evaluating mental processes. The nature, purposes and utilization of various types of tests and psychological techniques will be discussed and demonstrated. Among the tests to be studied will be standard scales of intelligence, verbal and performance, individual and group methods; tests of special abilities, aptitudes, attitudes and interests; personality tests, rating scales and projective methods. 3 s.h. (E)

ASSOCIATE PROFESSOR BANHAM

132. THE PSYCHOLOGY OF INDIVIDUAL DIFFERENCES.—A study of the nature and causes of individual and group variations in intelligence, special abilities, social and emotional characteristics. These will be considered in relation to developmental sequence, aging factors, sex, race, biological inheritance, education and socio-economic conditions. 3 s.h. (E)

ASSOCIATE PROFESSOR BANHAM

141. PERSONALITY AND BEHAVIOR DISORDER.—Behavior disorder studied from the viewpoint of the psychological principles underlying the adjustment of the deviant personality. 3 s.h. (E)

[Not offered in 1956-57.]

144. LEARNING AND MOTIVATION.—A survey of the basic facts and principles of human and animal learning and motivation. Topics covered include conditioning, trial and error learning, insightful learning, primary and secondary motivation, the relationship between motivation and learning and cultural variations in motives. Students in the course will perform a series of representative experiments. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

ASSOCIATE PROFESSOR KIMBLE

145. EXPERIMENTAL APPROACHES TO PERSONALITY.—Experimental methods applied to personality research with emphasis upon psychological studies in such areas as anxiety, conflict and frustration. Students will perform a series of representative experiments. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

146. EXPERIMENTAL PSYCHOLOGY IN INDUSTRY AND ENGINEERING.—Applications of psychological principles to the solution of problems in industry and engineering. Topics covered include visual and auditory communication, visibility and legibility, visual display, control design, machine design, motivational

and learning factors influencing production. Representative studies will be reviewed. Students in the course will perform several pertinent experiments. 3 s.h. (E)

148. PSYCHOLOGY OF PERCEPTION AND THINKING.—A study of the basic phenomena of perception and thinking as determined by the stimulus situation, motivation, learning and personality variables. Students will perform a series of representative experiments. Prerequisites: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

PROFESSOR ZENER

206. SOCIAL PSYCHOLOGY.—An examination of general methodology and selected research areas in social psychology including social perception, socialization, prejudice and the behavioral effects of communication, interaction and influence. 3 s.h. (E)

ASSISTANT PROFESSOR JONES

212. PHYSIOLOGICAL PSYCHOLOGY.—A survey of the interrelationships of biological and psychological factors in behavior, with particular reference to reflex action, motivation, learning and emotion. Emphasis will be placed on the relation between psychological theories and biological data. Presupposes Introductory Zoology or its equivalent. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

ASSISTANT PROFESSOR GUTTMAN

215. DEVELOPMENTAL PSYCHOLOGY.—Theory of personality structure and the changes it undergoes in development from infancy to old age, learning, conflict, character, intelligence, developmental crises, etc.; evaluation of researches on personality dynamics. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

PROFESSOR ADAMS

229, 230. INTRODUCTION TO RESEARCH.—A senior research seminar for advanced students. The student conducts an original investigation under staff supervision. A formal written report of the study will be required. Group discussions of significant research areas. Prerequisites: Participation by departmental invitation only; restricted to senior majors who have maintained a B average in all psychology courses. Students graduating with distinction in psychology will be selected from among registrants in this course. 6 s.h. (E)

ASSOCIATE PROFESSOR KIMBLE;

ASSISTANT PROFESSOR JONES

236. THEORETICAL PSYCHOLOGY.—This course will be devoted to the analysis of techniques of theory construction in psychology. The discussion of these methodological issues will be coordinated with the analysis of concrete formulations in contemporary psychological theory. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

PROFESSOR KOCH

242 and Education 242. MEASUREMENT OF APTITUDES, INTEREST AND ACHIEVEMENT.—A study of the theories and principles of psychological measurement as applied to aptitude, interest and achievement testing. Prerequisite: 12 hours of psychology or educational psychology (6 hours of which may be taken concurrently). 3 s.h.

PROFESSOR KUDER

DEPARTMENTAL MAJOR

Prerequisite: Psychology 91 or equivalent.

Major Requirements: 24 semester hours in psychology including: Psychology 91, 117-118; at least one course selected from Psychology 144, 145, and 148; at least one 200 level course.

Related Work: 18 semester hours of related work which usually includes courses in zoology and sociology or anthropology. Additional selected courses in chemistry, economics, education, mathematics, philosophy and physics which may meet the minor requirement must have the approval of the director or undergraduate studies.

RELIGION

PROFESSOR MYERS, CHAIRMAN; ASSOCIATE PROFESSOR PHILLIPS, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR SALES, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSOR CRUM; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK AND PRICE; DOCTORS BENNETT AND OSBORN; CHAPLAIN JONES; MESSRS. DANIELS AND VIA

The uniform course requirements in Religion may be fulfilled by completing six semester hours in any of the following courses: 1, 2, 51, 52, 91, 94, 101, 103, 104, 114, 130, 132, 135, 181, 182.

Specific prerequisites are indicated in the descriptions of some courses. Where prerequisites are stated in terms of Bible hours, any one of the following will satisfy a 3 semester hour prerequisite and any two, a 6 semester hour prerequisite: 1, 2, 51, 52, 101, 103, 104, 114.

1. THE ENGLISH BIBLE.—A survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 3 s.h. (E & W) PROFESSOR CRUM; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSOR MANSCHRECK; DRs. BENNETT AND OSBORN; MESSRS. DANIELS AND VIA

2. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. Although Religion 1 is not a prerequisite, it will be an aid to the student to complete 1 before taking 2. 3 s.h. (E & W)

PROFESSOR CRUM; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSOR BRADLEY AND MANSCHRECK; DRs. BENNETT AND OSBORN; MESSRS. DANIELS AND VIA

51. THE ENGLISH BIBLE.—An introductory course in the Old Testament for sophomores and juniors. (See description of Religion 1.) Students may not receive credit for both 51 and 1. 3 s.h. (E & W)

PROFESSOR MYERS; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS MANSCHRECK AND SALES; DR. OSBORN; MESSRS. DANIELS AND VIA

52. THE ENGLISH BIBLE.—A survey course in New Testament life and literature for sophomores and juniors. (See description of Religion 2.) It will be to the advantage of the student to take Religion 1 or 51 before taking 52. Students may not receive credit for both 52 and 2. 3 s.h. (E & W)

ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK AND SALES; DR. OSBORN; MESSRS. DANIELS AND VIA

91. AN INTRODUCTION TO CHRISTIAN ETHICS.—A study of the theistic interpretation of man's moral experience, based upon the world-view of the Bible, as contrasted with other classical and contemporary moral philosophies. In the survey of the ethical religion of the Bible special attention is given to the Hebrew prophets, to Jesus and the Apostle Paul. 3 s.h. (W) CHAPLAIN JONES

94. THE BEGINNINGS OF THE CHRISTIAN CHURCH.—A study of the development of Christianity in the first two hundred years. Special emphasis will be given to the work of Paul, the later New Testament writings, the *Apostolic Fathers* and the early Apologists. Prerequisite: Religion 2 or 52. 3 s.h. (W)

ASSISTANT PROFESSOR SALES

101. THE SOCIAL TEACHINGS OF THE PROPHETS AND JESUS.—A study of the social teachings of the Old Testament prophets and of the social ideas of Jesus as they appear in the four gospels. Not open for credit to students who take Religion 103 or 114. Either semester. 3 s.h. (W) ASSOCIATE PROFESSOR PHILLIPS

103. THE PROPHETS OF THE OLD TESTAMENT.—In this course a study is made of the history and nature of prophecy, with particular attention being given to the messages of the outstanding pre-exilic literary prophets. Students may not receive credit for both 103 and 107 or 103 and 101. 3 s.h. (E & W)

PROFESSOR MYERS; ASSISTANT PROFESSOR SALES

104. JUDAISM FROM THE EXILE TO THE FALL OF JERUSALEM IN 135 A.D.—A study of post-exilic Judaism: the prophetic and apocalyptic developments of normative Judaism. 3 s.h. (w)
ASSISTANT PROFESSOR SALES

107. THE GREAT PROPHETS OF ISRAEL.—Special consideration will be given to the times and messages of Amos, Hosea, Isaiah, Jeremiah and Ezekiel. An effort will be made to appraise their contributions to literature, ethics, and faith. Some attention will be given to the relevance of prophetic religion for the present. Prerequisites: Religion 1, 2 or 51, 52 or equivalent. Students may not receive credit for both 103 and 107. 3 s.h.
PROFESSORS MYERS

114. THE LIFE AND TEACHINGS OF JESUS.—This course considers the period in which Jesus lived, the record of his life, and the meaning of his teachings as recorded in the Synoptic Gospels. Students may not receive credit for 114 and 101; or 114 and 116. 3 s.h. (E & W)

PROFESSOR MYERS; ASSISTANT PROFESSORS BRADLEY
AND PRICE; DR. OSBORN; MR. DANIELS

116. THE MISSION AND MESSAGE OF JESUS.—An intensive study analyzing and interpreting the Gospel records of Jesus' career, with emphasis upon their significance for the Christian religion. Students will be expected to select and make reports on particular projects. Prerequisites: Religion 1, 2 or 51, 52 or equivalent. Students may not receive credit for both 114 and 116. 3 s.h. (w)

ASSISTANT PROFESSOR PRICE

130. CHRISTIAN ETHICS IN HISTORY AND MODERN LIFE.—A historical study of how Christians from New Testament times to the present have interpreted and expressed their ethical convictions. The aim of the course will be to provide historical depth for evaluating contemporary ethical issues. Prerequisite: Religion 91 or 3 s.h. of Bible. 3 s.h.

ASSISTANT PROFESSOR MANSCHRECK

132. THE CHRISTIAN AND CONTEMPORARY SOCIAL PROBLEMS.—A critique of some basic ideas of modern man as they affect ethical decisions. Special consideration will be given to problems of the social and economic structures of society, war and race. The aim of the course will be to encourage personal evaluation—using pertinent Biblical teachings and the views of contemporary writers as a basis for judgment. Prerequisite: Religion 91 or 3 s.h. of Bible. 3 s.h.

ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT
PROFESSORS MANSCHRECK AND PRICE

134. CONTEMPORARY RELIGIONS IN THE UNITED STATES.—A study of Judaism, Catholicism and Protestantism with reference to each faith's distinctive beliefs and practices; and a comparison of common and dissimilar features. 3 s.h. (w)

ASSOCIATE PROFESSOR PHILLIPS

135. CHRISTIAN BIOGRAPHY.—A study of Christianity in the lives and writings of a few key persons, for example, Augustine, Francis of Assisi, Luther, and Wesley. The aim of the course is to present the central stream of the development of Christian thought and practice through the study of men who were significant in their own times and whose ideas are relevant to an understanding of current Christianity. Prerequisite: 3 s.h. of Bible. 3 s.h.

ASSISTANT PROFESSOR MANSCHRECK

169. CHARACTER PROBLEMS.—The psychology of adolescence and the problems of youth in character building, with attention to the character education agencies in local communities. 3 s.h. (E & W)

PROFESSOR CRUM

170. RELIGION AND THE FAMILY.—A study of marriage and American home life with emphasis upon ethical and religious aspects. Not open to students who take Sociology 250. 3 s.h. (E & W)

PROFESSOR CRUM

181. THE RELIGIOUS ENVIRONMENT OF THE BIBLICAL WORLD.—After a brief introduction to the nature and early development of religion, the history and literature of the religions of the ancient Near East are surveyed. Special attention is given to the cultures of Egypt, Mesopotamia, Babylonia, Persia, Palestine, and Greece. 3 s.h.

ASSISTANT PROFESSOR BRADLEY

182. SURVEY OF THE WORLD'S GREAT RELIGIONS.—The world's living religions are dealt with in terms of the historical development and the beliefs, practices and contemporary significance of each. Prerequisite: 3 s.h. of Bible. 3 s.h.

ASSISTANT PROFESSOR BRADLEY

185. THE NEGRO IN THE RELIGIOUS LIFE OF AMERICA.—An examination of the ways in which the Christian Church has attempted to apply the Christian ethic to race relations with attention to the ethical aspects of these relations in American life and culture. 3 s.h.

PROFESSOR CRUM

192. CHRISTIAN BELIEFS.—An introductory study of the nature, significance and contemporary relevance of some of the important Christian beliefs. Prerequisite: 3 semester hours of Bible. 3 s.h. (E)

ASSISTANT PROFESSOR BRADLEY

The following courses offered in the Divinity School may be taken by undergraduates:

103 (DS)-104 (DS). HELLENISTIC GREEK.—Designed for beginners to enable them to read the Greek of the New Testament. 6 s.h.

MR. BROWN

201 (DS)-202 (DS). FIRST HEBREW.—The principles and structure of the Hebrew language with translation of selected Old Testament narratives. 6 s.h.

PROFESSOR STINESPRING

207 (DS)-208 (DS). SECOND HEBREW.—Samuel or Kings the first semester and Isaiah the second. 6 s.h.

ASSISTANT PROFESSOR BROWNLEE

DEPARTMENTAL MAJOR

Prerequisite: Religion 1-2 or 51-52.

Major Requirements: A major in the Department of Religion consists of 18 semester hours of work, exclusive of the introductory course, selected with the approval of the instructor under whose supervision the student does his major work. Six of the 18 semester hours must be in courses with biblical content.

Related Work: This is usually twenty-four semester hours, in courses that relate to the educational needs of the student. In general, it includes six semester hours in philosophy, psychology, and sociology. Other courses may be chosen from the offerings in art, education, English literature, health education, Greek, history, Latin and political science.

ROMANCE LANGUAGES

PROFESSOR JORDAN, CHAIRMAN; ASSOCIATE PROFESSOR DOW, DIRECTOR OF UNDERGRADUATE STUDIES IN FRENCH; PROFESSOR DAVIS, DIRECTOR OF UNDERGRADUATE STUDIES IN SPANISH; ASSISTANT PROFESSOR CORDLE, SUPERVISOR OF FRESHMAN STUDIES IN FRENCH; ASSISTANT PROFESSOR FEIN, SUPERVISOR OF FRESHMAN STUDIES IN SPANISH; PROFESSORS PREDMORE AND WALTON; ASSOCIATE PROFESSORS ARCHIE, CASTELLANO AND DEMOREST; ASSISTANT PROFESSORS TORRE AND VINCENT; DRs. AUBERY, GRANT, KENDRIS, MILLER, SEBOLD, WALKER; MESSRS. BARLOW, PRATT, WATKINS; MMES. BRYAN, CASTELLANO, DOW, HARTH

French 51-52 and Spanish 65-66 are the prerequisites for all elective courses. Some preparation in courses of the 100 level is prerequisite to election of courses above 200, except by special authorization of the department.

Students who, by reason of foreign residence, have had special opportunities in French or Spanish must be classified by the Director of Undergraduate Studies.

FRENCH

1-2. ELEMENTARY FRENCH.—Essentials of grammar, reading of appropriate material, drill in the spoken language. 6 s.h. (W & E)

DR. GRANT AND STAFF

3-4. INTERMEDIATE FRENCH.—Readings in standard literary texts, review of verbs and syntax, oral exercises based on the reading texts. Prerequisite: French 1 and 2 or two years of high-school French. 6 s.h. (W & E)

ASSOCIATE PROFESSOR DOW AND STAFF

51-52. INTRODUCTION TO FRENCH LITERATURE.—Reading of representative modern and contemporary literary texts. Study of the language with stress on the achievement of aural comprehension and ability to read. Prerequisite: French 3-4 or equivalent. 6 s.h. (w & e) PROFESSOR WALTON AND STAFF

55. INTERMEDIATE CONVERSATION.—To be taken concurrently with French 51, except by departmental permission. Enrollment limited to 10 students per section. Recommended for prospective French majors. 1 s.h. (e) Mrs. Dow

56. INTERMEDIATE CONVERSATION.—Prerequisite: French 55. To be taken concurrently with French 52. 1 s.h. (e) Mrs. Dow

108. THE FRENCH ROMANTIC MOVEMENT.—The impact of the modern world on the French thinkers and great poets of the early nineteenth century. Readings from Rousseau; the eyewitness testimony of Chateaubriand; the lyric poetry of Lamartine, Vigny, Musset, and Hugo. 3 s.h. DR. GRANT

111. FRENCH DRAMA OF THE NINETEENTH CENTURY.—A survey of the French theater from the romantic period to the *Théâtre libre*. 3 s.h. (e) ASSOCIATE PROFESSOR DOW

112. FRENCH DRAMA OF THE TWENTIETH CENTURY.—Reading of representative plays selected from the works of Bernstein, Maeterlinck, Rostand, Sarmont, Vildrac, J.-J. Bernard, Claudel, Lenormand, Pagnol, Giraudoux, and Anouilh. 3 s.h. (e) ASSOCIATE PROFESSOR DOW

123. LIBERAL THINKERS OF THE EIGHTEENTH CENTURY.—Selected works of such authors as Diderot, Montesquieu, Rousseau, and Voltaire will be studied from the point of view of their impact upon the social and political thinking of the day. 3 s.h. (w) ASSOCIATE PROFESSOR ARCHIE

127, 128. ADVANCED COMPOSITION AND CONVERSATION.—During the first semester elements of syntax are briefly reviewed, along with constant drill in the conversational idiom. In the second semester, there are exercises in free composition, with intensified treatment of pronunciation and diction. 6 s.h. (e) Mrs. Dow

134. CONTEMPORARY FRENCH LIFE AND THOUGHT.—An introduction to the essential currents in French thought since 1885. Representative literary works are used as a basis for analysis and discussion of the contemporary scene. 3 s.h. (w) ASSISTANT PROFESSOR CORDLE

210. THE AGE OF RICHELIEU.—An introduction to French life and thought in the literature of the early seventeenth century. The transition from the Renaissance to classical culture. Discussions of the baroque, the *Libertins*, the scientific rationalists, the Counter Reformation. Extensive reading in Corneille and Pascal. Lectures in French. 3 s.h. (e) ASSOCIATE PROFESSOR DEMOREST

213. FRENCH CLASSICISM.—Its initial phase. Readings from Malherbe, Molière, Racine, Boileau, La Fontaine, La Rochefoucauld, Madame de Sévigné, La Bruyère, and others. 3 s.h. (e) PROFESSOR WALTON

214. FRENCH CLASSICISM.—Its final phase. Readings from Fontenelle, Saint-Simon, Abbé Prévost, Marivaux, Lesage, Montesquieu, Voltaire, and others. 3 s.h. PROFESSOR WALTON

215, 216. THE MODERN FRENCH NOVEL.—A survey of the novel form from the seventeenth to the twentieth century, with particular attention to the analysis of fundamental literary tendencies; classicism, rationalism, romanticism, and realism. 6 s.h. (e) PROFESSOR JORDAN

225. POLITICAL AND RELIGIOUS LITERATURE IN THE ROMANTIC PERIOD.—The Romantic outlook as it shapes political and religious literature from the Consulate to the Revolution of 1848. The mystics of conservatism, the prophets of a Romantic faith, and the heralds of a social republic. Lectures in French. 3 s.h. ASSOCIATE PROFESSOR DEMOREST

227. FRENCH POETRY SINCE THÉOPHILE GAUTIER.—Readings from the principal figures of the Parnassian and Symbolist movements, including Baudelaire, Leconte de Lisle, Heredia, Verlaine, Rimbaud, Mallarmé, Régnier. 3 s.h. (E)

PROFESSOR WALTON

238. ANATOLE FRANCE.—Analysis of the principal phases of his work and its relation to the French tradition. Reading of his poetry, *Le Crime de Sylvestre Bonnard*, *Thaïs*, *Le Jardin d'Epicure*, *Les Dieux ont soif*, *Le Lys Rouge*, *L'Île des Pingouins*, part of *La Vie Littéraire*. 3 s.h. (E)

PROFESSOR WALTON

SPANISH

1-2. ELEMENTARY SPANISH.—Essentials of grammar, reading of appropriate materials, drill in the spoken language. 6 s.h. (W & E)

ASSISTANT PROFESSOR FEIN AND STAFF

3-4. INTERMEDIATE SPANISH.—Readings in standard literary texts, review of verbs and syntax, oral exercises based on the reading texts. Prerequisite: Spanish 1 and 2 or two years of high-school Spanish. 6 s.h. (W & E)

PROFESSOR PREDMORE AND STAFF

65-66. INTRODUCTION TO SPANISH LITERATURE.—Reading of representative modern and contemporary literary texts. Study of the language with stress on the achievement of aural comprehension and ability to read. Prerequisite: Spanish 3-4 or equivalent. 6 s.h. (W & E)

ASSOCIATE PROFESSOR CASTELLANO AND STAFF

68. INTRODUCTION TO SPANISH-AMERICAN LITERATURE.—Reading of selected modern novels typical of Spanish-American life, culture, and thought. This course is offered sometimes as an alternate to Spanish 66 and is accepted in fulfillment of major and graduation requirements. 3 s.h. (W & E)

ASSOCIATE PROFESSOR CASTELLANO AND STAFF

71. INTERMEDIATE CONVERSATION.—To be taken concurrently with Spanish 65, except by departmental permission. Enrollment limited to 10 students per section. Recommended for prospective Spanish majors. 1 s.h. (E)

MRS. CASTELLANO

72. INTERMEDIATE CONVERSATION.—Prerequisite: Spanish 71. To be taken concurrently with Spanish 66 or 68. 1 s.h. (E)

MRS. CASTELLANO

155. REPRESENTATIVE WRITERS OF SPANISH AMERICAN LITERATURE.—Reading and discussion of major works which illustrate literary trends from the early Colonial period to 1880. 3 s.h. (E)

ASSISTANT PROFESSOR FEIN

156. REPRESENTATIVE WRITERS OF SPANISH AMERICAN LITERATURE.—Study of works which are examples of the principal literary currents after 1880, with particular reference to their relationship to social ideas and problems in the same period. 3 s.h. (E)

ASSISTANT PROFESSOR FEIN

161. SPANISH LITERATURE: OLDER PERIOD.—Reading and interpretation of representative Spanish writers from the beginnings through the Golden Age. 3 s.h. (E)

DR. MILLER

162. SPANISH LITERATURE: MODERN PERIOD.—Reading and interpretation of representative writers from Romanticism to the present. 3 s.h. (E)

ASSISTANT PROFESSOR TORRE

173. ADVANCED CONVERSATION.—One hour a week will be devoted to a review of the elements of syntax. The remainder of the course aims to develop facility of expression through constant drill on vocabulary and conversational idiom. Prerequisite: Spanish 66 (or 68) and 71-72, or permission. 3 s.h. (E)

ASSOCIATE PROFESSOR CASTELLANO

174. PHONETICS AND DICTION.—This course is intended to round out the students' oral experience, with emphasis on accurate pronunciation. Use is made of phonographic demonstrations and corrective exercises, with individual recordings. Prerequisite: Spanish 173, or permission. 3 s.h. (E)

ASSOCIATE PROFESSOR CASTELLANO

257. OLD SPANISH LANGUAGE.—The historical development of the language together with illustrative readings. 3 s.h. (E)

PROFESSOR DAVIS

258. OLD SPANISH LITERATURE.—The literature of the Middle Ages and the early Renaissance. 3 s.h. (E) PROFESSOR DAVIS

260. ADVANCED COMPOSITION AND SYNTAX.—Study of fundamental difficulties in the language; practice in writing idiomatic Spanish; exercises in free composition. For students who have a satisfactory command of Spanish grammar and fair conversational ability. Prerequisites: Spanish 173, 174, or permission. 3 s.h. (E) ASSOCIATE PROFESSOR CASTELLANO

261. NINETEENTH CENTURY NOVEL.—A study of literary and social trends in the last half of the nineteenth century. Readings will be selected from the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñez, and their contemporaries. 3 s.h. (E) PROFESSOR DAVIS

264. MODERN AND CONTEMPORARY SPANISH THEATRE.—A brief review of the modern and contemporary Spanish theatre from the period of Romanticism. Lectures, reading, and discussion of the most representative works of Benavente, Martínez Sierra, los hermanos Quintero, etc. 3 s.h. (E) ASSOCIATE PROFESSOR CASTELLANO

265. GOLDEN AGE LITERATURE: CERVANTES.—The life and thought of Cervantes with special emphasis on his *Quijote*. 3 s.h. (E) PROFESSOR PREDMORE

266. GOLDEN AGE LITERATURE: THE DRAMA.—Study of the chief Spanish dramatists of the seventeenth century with readings of representative plays of this period. 3 s.h. (E) ASSOCIATE PROFESSOR CASTELLANO

270. THE SPANISH LANGUAGE IN AMERICA.—Development of the Spanish language from the time of the Discovery to the present. 3 s.h. PROFESSOR PREDMORE

275. CONTEMPORARY SPANISH LITERATURE. ESSAY AND LYRIC POETRY.—A study of the revision of national values and literary expression in the twentieth century with particular reference to the crisis of 1898 and to the enrichment of the Spanish tradition through extrapeninsular influences. 3 s.h. (E) PROFESSOR PREDMORE

276. CONTEMPORARY SPANISH LITERATURE: NOVEL.—A study of tradition and innovation in the twentieth century Spanish novel and emphasis on the novels of Unamuno, Baroja, Valle Inclán, and Pérez de Ayala. 3 s.h. (E) PROFESSOR PREDMORE

THE TEACHING OF ROMANCE LANGUAGES

RL 118. THE TEACHING OF ROMANCE LANGUAGES.—Evaluation of objectives and methods; a study of the practical problems involved in the teaching of reading, writing, hearing, and speaking; analysis of text books, special foreign language programs, teaching aids, and testing techniques. 3 s.h. (E) ASSOCIATE PROFESSOR DOW

DEPARTMENTAL MAJOR

Prerequisites:

For French: French 51-52 (combined with 55-56), or equivalent.

For Spanish: Spanish 65-66 (combined with 71-72), or equivalent.

Major Requirements:

For French: Eighteen semester hours of work must be completed in courses numbered above 100 and must include: (a) six semester hours in course 127-128; (b) six semester hours of literature in courses 210 to 238.

For Spanish: Eighteen semester hours of work must be completed in courses numbered above 100 and must include: (a) six semester hours of linguistic training (courses 173, 174, 260); (b) six semester hours of literature in the courses numbered above 200.

RELATED WORK

Majors in Romance Languages will normally take the prescribed amount of related work in the following fields: (1) other foreign languages and literature; (2)

aesthetics; (3) history and appreciation courses in music and art; (4) philosophy; (5) general psychology; (6) history; (7) general sociology and anthropology.

Majors in Spanish may take a maximum of six hours of Spanish American political science or economics if taken with or after Spanish 155, 156.

RUSSIAN

ASSISTANT PROFESSOR WINNER

51-52. INTRODUCTION TO THE RUSSIAN LANGUAGE.—Open to freshmen with the approval of the Dean. 6 s.h. (w) ASSISTANT PROFESSOR WINNER

53-54. INTERMEDIATE RUSSIAN LANGUAGE.—Prerequisite: Russian 51-52 or equivalent. 6 s.h. (w) ASSISTANT PROFESSOR WINNER

101, 102. RUSSIAN CULTURE AND LITERATURE THROUGH THE NINETEENTH CENTURY.—After a brief survey from earliest times through eighteenth-century classicism, enlightenment, and sentimentalism, attention is focused on the literature of the nineteenth century, and the development of romanticism and of the realistic school. Special attention is given to the works of Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoi, Dostoevsky, and Gorki. Readings are assigned in English translation. 6 s.h. (w) ASSISTANT PROFESSOR WINNER

103. AN INTRODUCTION TO SOVIET LITERATURE AND CULTURE.—An analysis of the development of Russian literature and culture since the Bolshevik revolution and the effect of Soviet policy on the literary production of the time. A survey of the important literary currents from Gorki and Mayakovski through Sholokhov. Lectures and class discussion. Readings will be assigned in English translation. 3 s.h. (E) ASSISTANT PROFESSOR WINNER

[Not offered in 1956-57.]

105. HISTORY OF THE RUSSIAN THEATRE AND DRAMA.—A discussion of the most significant stages of Russian dramatic art from the earliest primitive harvest ceremonies to the development of theatrical realism and naturalism in the end of the nineteenth century and the development of the dramatic arts in the Soviet Union is combined with a study of the development of the Russian theatre, with special emphasis on such figures as Stanislavski, Meierholdt, Vakhtangov, etc. Class discussion and visual demonstrations. Readings are assigned in English translation. 3 s.h. (w) ASSISTANT PROFESSOR WINNER

[Not offered in 1956-57.]

112. PUSHKIN AND THE BIRTH OF RUSSIAN REALISM.—A study of Pushkin and his contemporaries from the point of view of their relationship to the development of the Russian romantic movement and to the emergence of an independent Russian realistic approach to literature. An analysis of the influence of Western literary figures, particularly Byron, on the development of Russian letters of the early nineteenth century. Readings are assigned in English translation. Prerequisite: Russian 101 or consent of the instructor. 3 s.h. (w)

[Not offered in 1956-57.]

ASSISTANT PROFESSOR WINNER

201, 202. THE NOVELISTS OF NINETEENTH CENTURY RUSSIA.—The principal writers discussed are Pushkin, Lermontov, Gogol, Goncharov, Saltykov-Shehedrin, Turgenev, Dostoevsky and Tolstoy. Discussion of the main cultural events of the period. Attention is given to the literary relations between Russia and the West. Extensive readings in English translation. Lectures, oral reports and term paper each semester. A knowledge of Russian is not required. 6 s.h. (w)

ASSISTANT PROFESSOR WINNER

SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR JENSEN, CHAIRMAN; ASSOCIATE PROFESSOR SCHETTLER, DIRECTOR OF UNDERGRADUATE STUDIES, AND SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS HART AND THOMPSON; ASSOCIATE PROFESSOR LABARRE; ASSISTANT PROFESSORS WHITRIDGE AND ROY; MESSRS. HOWELL, MCNURLEN AND ESTUS

91-92. GENERAL SOCIOLOGY.—An introduction to the scientific study of social life; its origin, evolution and organization as illustrated in the study of a number of concrete social problems. 6 s.h. (E & W)

PROFESSOR JENSEN; ASSOCIATE PROFESSOR SCHETTLER;
ASSISTANT PROFESSORS ROY AND WHITRIDGE;
MESSRS. ESTUS, HOWELL AND MCNURLEN

101. GENERAL SOCIOLOGY.—A more intensive version of course 91-92, which enables the student to complete the introductory course in sociology in one semester. 5 s.h. (W)

ASSISTANT PROFESSOR ROY

I. ANTHROPOLOGY

93. GENERAL ANTHROPOLOGY.—Origins and distribution of the races of mankind; a survey of human palaeontology and human biology, world archaeology, prehistory and languages; and the origins of the family, primitive economics, arts, social and political organization. Special attention is given to primitive peoples. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

94. CULTURAL ANTHROPOLOGY.—A study of the dynamics of culture, the causal factors, functions, integration and disintegration, diffusion, growth and change of cultures. Emphasis is upon the simpler societies. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

212. PRIMITIVE RELIGION.—The ethnography, the social functions and the socio-psychological meanings of religion in primitive societies. Prerequisite: course 91-92, or 101, or 93 or 94. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

213. PERSONALITY AND SOCIETY.—The sociology and social psychology of human personality, its origins in the primary group, its nature and varieties, and its integrations into secondary group institutions, with emphasis upon the normal personality and its adjustments in our society and to our culture. Prerequisite: course 91-92, or 101, or 93 or 94. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

214. PERSONALITY AND CULTURE.—The influence of culture patterns and social institutions on character structure, socialization of the individual and the dynamics of human personality. Comparative anthropological materials will be drawn upon. Prerequisite: course 213. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

215. THE AMERICAN INDIAN.—A comprehensive survey of the Indians of North and South America, including a study of origins and prehistory, archaeology, physical anthropology, languages, material culture, social and political organization, economics and religion, discussed in terms of the "culture area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

217. THE PEOPLES OF AFRICA, ASIA, AND OCEANIA.—A comprehensive survey of non-European peoples of the Old World, covering available prehistory, archaeology, racial affiliations, languages, material culture, social and political organization, economics and religion, discussed in terms of the "cultural area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

[Not offered in 1956-57.]

II. COMMUNITY, RACE AND CULTURE

(Courses 91-92, or 101, or 93, or 94 prerequisite for all courses.)

133. SOCIOLOGY OF THE SOUTH.—The developing regional organization of the world economy studied with especial reference to Southern life and problems.

A survey of the composition and distribution of population, races and race relations; economic conditions underlying population, race factors and culture of the South. Primary emphasis is upon social change and its control. 3 s.h. (w)

PROFESSOR THOMPSON

134. HUMAN ECOLOGY.—A study of the human community in its competitive and cooperative aspects. 3 s.h. (w)

PROFESSOR THOMPSON

[Not offered in 1956-57.]

137. THE NEGRO IN AMERICA.—A study of the history and changing status of the Negro regarded as a symbol and protagonist of minority groups in America and elsewhere. 3 s.h. (w)

PROFESSOR THOMPSON

233. RURAL SOCIOLOGY.—The sociology of the land; peasant and folk societies and cultures; patterns of rural settlement like the farm, the plantation, the ranch and others; rural personality types; the changing character of rural life; rural problems. 3 s.h. (w)

PROFESSOR THOMPSON

[Not offered in 1956-57.]

235. URBAN SOCIOLOGY.—A study of the city and civilization, the newspaper, the social survey, the slum and housing, neighborhoods and natural areas, urban institutions, urban problems, and city planning. 3 s.h. (w)

PROFESSOR THOMPSON

237. COMMUNITY AND SOCIETY.—This course seeks to provide a frame of reference for the analysis and ordering of facts pertaining to the diverse cultures of the world, the State, the world community, the Great Society, news, mass behavior, social problems, races and classes. 3 s.h. (w)

PROFESSOR THOMPSON

238. RACE AND CULTURE.—A study of the nature of race and of the relations and problems of race. 3 s.h. (w)

PROFESSOR THOMPSON

III. COLLECTIVE BEHAVIOR

(Courses 91-92, or 101, or 93 or 94 prerequisite for all courses.)

142. THE SOCIOLOGY OF DISCUSSION.—A course designed to develop practical social skills in intellectual cooperation. In the light of sociological theory of intellectual conflict, competition and cooperation, practice will be provided in the group solution of problems through committees, conferences and forums, and in the discussion processes whereby cooperation can be substituted for social antagonism. Prerequisites: either Sociology 91, 101, or 93, or 94 and six hours to be selected from history, political science, Economics 105 and 155, and Education 115 and 176. Enrollment limited to a maximum of 30. 3 s.h. (w)

PROFESSOR HART

149. INTRODUCTION TO CHILD WELFARE.—A study of heredity and environment as factors in personality development: infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. 3 s.h. (E)

PROFESSOR HART

243. SOCIAL ATTITUDES AND COLLECTIVE BEHAVIOR.—Study of attitudes as products of social interaction; organization of attitudes into personal behavior patterns; expression of social attitudes in social, political and industrial groups; social unrest and the behavior of crowds and mobs; analysis of social movements, strikes, revolutions, and other group organizations. 3 s.h. (w)

ASSOCIATE PROFESSOR SCHETTLE

245. THE SOCIOLOGY OF PERSONALITY DISORGANIZATION AND ADJUSTMENT.—A sociological approach to the disorganization of personality with special emphasis upon the personality maladjustments resulting from different types of social situations, and the sociological techniques of personality reorganization and adjustment. 3 s.h. (w)

ASSOCIATE PROFESSOR SCHETTLE

246. PUBLIC OPINION AND PROPAGANDA.—Nature and development of public opinion; relation to attitude, biases, stereotypes and controversial issues; role of leaders, pressure groups and minority groups; use of radio, press, motion picture and graphic arts; propaganda and censorship; measurements of public opinion. 3 s.h. (w)

ASSOCIATE PROFESSOR SCHETTLE

248. PRESSURE GROUPS AND PUBLIC RELATIONS.—A study of the nature and activities of pressure group organizations in the fields of business, industry, politics, education, religion, patriotism, etc., that seek to influence public opinion, with especial attention being given to the roles and functions of public relations counsellors and lobbyists. 3 s.h. (w)
ASSOCIATE PROFESSOR SCHETTLER

250. MARRIAGE AND THE FAMILY.—An analysis of contemporary marriage and family experience with emphasis on its functions, problems, resources and values. Not open to students who have received credit for Religion 170. 3 s.h. (w)
PROFESSOR HART

IV. SOCIAL ORGANIZATION AND DISORGANIZATION

(Courses 91-92, or 101, or 93, or 94 prerequisite for all courses.)

153. The FIELDS OF SOCIAL WORK.—A non-professional course, designed to acquaint the student with the types of problems existing in both rural and urban communities which can be dealt with in a remedial and preventive way; how they arise in the reciprocal interaction of personality and culture, what their effects are in terms of personal and social disorganization, how communities are organized to deal with them, and social agencies which have been developed to deal with problems of each type, together with an evaluation of effectiveness of the techniques employed. 3 s.h. (e)
ASSISTANT PROFESSOR WHITRIDGE

157. SOCIAL CHANGE AND SOCIAL CONTROL.—Basic nature of inventions as related to ideological and material factors; role of the inventor, reformer, and non-conformist; mobility, diversification and individualism as by-products of social change; techniques of social control in the family, school, church, industry and government; social planning and leadership in a dynamic society. 3 s.h. (w)
ASSOCIATE PROFESSOR SCHETTLER

158. SOCIOLOGY OF THE PROFESSIONS AND OCCUPATIONS.—Analysis of the professional and occupational structure of the American economy; shifts and trends in occupations and professions for men, women and minority groups; social and economic characteristics of occupational and professional groups; factors in the selection of a profession or occupation; sources of information about occupations and professions; measurements of aptitudes, abilities and skills; employer-employee relationships. 3 s.h. (w)
ASSOCIATE PROFESSOR SCHETTLER

165. INTRODUCTION TO INDUSTRIAL SOCIOLOGY.—An analysis and appraisal of the various factors that affect human relations in industry. It will deal with the interpersonal and intergroup relationships within the individual industrial unit which determine its efficiency as an economic and social institution; the social relationships of workers with one another and with management; their influence upon productivity, the relations of the worker toward the job, labor turnover, absenteeism, etc., and the social conditions in the community, housing, family life; recreation, etc., as they affect the social relations within the industrial community. 3 s.h. (w)
ASSISTANT PROFESSOR ROY

166. INDUSTRY AND SOCIETY.—A study of industrial institutions in their interrelationships with other forms of social behavior in the broad cultural setting of western civilization. The emphasis in this course will be on an examination of the influence of changes in the technical and social organization of industry upon community organization, social stratification, social mobility, social interaction, and personality development. Attention will center upon analysis of specific social problems resulting from the impact of industrial change. 3 s.h. (w)
ASSISTANT PROFESSOR ROY

261. PROBLEMS IN INDUSTRIAL SOCIOLOGY.—Analysis of human relations problems that confront administrators of industrial institutions and leaders in community life. In this course emphasis falls on the examination of concrete case materials and appraisal of published research with consideration of possibilities for further development of scientific procedures in the field of industrial sociology. 3 s.h. (w)
ASSISTANT PROFESSOR ROY

262. EDUCATION AND THE CULTURAL PROCESS.—A study of education (1) as carried on traditionally among preliterate and folk peoples, and (2) as it becomes a problem in racially and culturally complex societies like that of the United States. 3 s.h. (w) PROFESSOR THOMPSON

271. SOCIAL PATHOLOGY.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; poverty, physical defectiveness, malnutrition, mental deficiency, mental disease, undirected leisure activities and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. 3 s.h. (E) PROFESSOR JENSEN

273. SPECIAL PROBLEMS IN SOCIAL PATHOLOGY.—Research projects in social and personal disorganization, limited to advanced students with the approval of the instructor. 1 to 3 s.h. each semester. (w) PROFESSOR JENSEN

276. CRIMINOLOGY.—A study of the original tendencies of man and the problem of socializing these tendencies; the relations of physical and mental defectiveness and untoward influence in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. 3 s.h. (E) PROFESSOR JENSEN

V. SOCIAL THEORY

(Course 91-92, or 101, or 93 or 94 prerequisite for all courses.)

286. SOCIAL ETHICS.—A study of sociological fundamentals underlying ethics, including the controversy between materialistic and idealistic social thinkers, the nature of personalities and of social organization, the nature of social values, types of social interaction and their effects upon general social values, underlying principles and facts of social change, and the bearings of all these upon certain social problems. 3 s.h. (w) PROFESSOR HART

288. CONTEMPORARY PROBLEMS IN CULTURAL LAG.—An exploration of such sociological problems as social evolution, cultural lag, conflict, accommodation, leadership, and social reform, in relation to the crisis of civilization, precipitated by the development of the atomic bomb and by kindred discoveries and inventions. 3 s.h. (w) PROFESSOR HART

VI. METHODS OF SOCIAL RESEARCH

(Course 91-92, or 101, or 93 or 94 prerequisite for all courses.)

191. PRINCIPLES OF SOCIAL CASE INVESTIGATION.—A non-professional course designed to acquaint the student with the basic research techniques employed in the case study of the interrelationships of personality and culture in various fields of sociological and anthropological interest. 3 s.h. (E) ASSISTANT PROFESSOR WHITRIDGE

193. BASIC STATISTICAL METHODS IN SOCIOLOGY.—The processes of definition, classification, measurement, tabulation, association, correlation, comparison of averages and of percentages, prediction, preparation and interpretation of tables and charts, as applied to and illustrated by sociological data. One lecture, one recitation and three laboratory hours. 3 s.h. (w) PROFESSOR HART

292. STATISTICAL TECHNIQUES IN SOCIOLOGY.—Intended for graduate students, and for undergraduates who are ready to undertake original statistical research projects. 3 s.h. (w) PROFESSOR HART

293. SPECIAL PROBLEMS IN SOCIAL STATISTICS.—Applications of statistical techniques to specific research topics. Limited to advanced students with permission of the instructor. 1 to 3 s.h. each semester. (w) PROFESSOR HART

DEPARTMENTAL MAJOR

Prerequisite: Sociology 91-92 or 101.

Major Requirements: Eighteen semester hours of work in the Department in addition to Sociology 91-92, or 101, including at least six semester hours in Senior-Graduate courses.

Related Work: A minimum of eighteen semester hours, at least twelve of which are normally chosen from two of the following fields: economics, education, history, political science and psychology. Additional courses in health and physical education, philosophy and religion may also be elected as related work when indicated by the educational requirements of the student and approved by the departmental adviser. But not more than six hours work in courses primarily open to Freshmen may be counted toward this requirement.

ZOOLOGY

PROFESSOR GRAY, CHAIRMAN; ASSOCIATE PROFESSOR ROBERTS, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR HUNTER, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS BOOKHOUT, SCHMIDT-NIELSEN AND WILBUR; ASSOCIATE PROFESSORS BAILEY AND HORN; ASSISTANT PROFESSORS NACE, ODUM, SANDEEN AND VERNBERG; DRs. CUMMINGS, JACOBS, MATURO AND WARD

1. ANIMAL BIOLOGY.—The principles of biology as applied to animals. 4 s.h. (w & E) ASSOCIATE PROFESSORS HUNTER AND ROBERTS; ASSISTANT PROFESSOR SANDEEN AND STAFF

2. GENERAL ZOOLOGY.—A brief survey of the animal kingdom. Prerequisite: Zoology 1. 4 s.h. (w & E) PROFESSOR BOOKHOUT; ASSOCIATE PROFESSOR HUNTER; ASSISTANT PROFESSOR VERNBERG AND STAFF

53. COMPARATIVE VERTEBRATE ANATOMY.—A study of the anatomy and evolution of the organ systems of vertebrates. Prerequisites: Zoology 1, 2. 4 s.h. (w) ASSOCIATE PROFESSOR HORN AND STAFF

71. HEREDITY AND EUGENICS.—Effects of environment and heredity upon the individual and populations; interpretation of human genetic histories. Prerequisite: one year of zoology. 3 s.h. (w) DRs. JACOBS AND WARD

92. GENERAL EMBRYOLOGY.—A study of the fundamental principles of embryology as illustrated in the frog, chick and mammal. Prerequisite: Zoology 53. 4 s.h. (w) ASSISTANT PROFESSOR NACE AND STAFF

109. EVOLUTION.—The facts and theories of organic evolution. Prerequisite: two years of zoology. 3 s.h. (w) ASSOCIATE PROFESSOR BAILEY

110. INTRODUCTION TO GENETICS.—The principles and practical applications of genetics as applied to animals. (Primarily for majors in zoology.) Prerequisite: two years of zoology or consent of instructor. 4 s.h. (w) DRs. JACOBS AND WARD

120. ORNITHOLOGY.—Lectures, laboratory and field trips dealing with the classification, adaptations, and natural history of birds. Prerequisite: one year of zoology. Zoology 53 recommended. 4 s.h. (w) ASSOCIATE PROFESSOR BAILEY

151. PRINCIPLES OF PHYSIOLOGY.—An introductory survey of physiological functions. Prerequisites: At least a year of zoology and a year of chemistry. 4 s.h. (w) PROFESSORS SCHMIDT-NIELSEN AND WILBUR

156. VERTEBRATE HISTOLOGY.—The microscopic structure of normal tissues and organs of the vertebrate body. Training will be given in the preparation of material for microscopic study. Prerequisite: Zoology 53. 4 s.h. (w) ASSOCIATE PROFESSOR ROBERTS

161. ANIMAL PARASITES.—An introductory course dealing with biological principles involved in parasitism of animals including man. Prerequisite: one year of zoology. 4 s.h. (E) ASSOCIATE PROFESSOR HUNTER

193. FUNDAMENTALS OF ZOOLOGY.—The principles involved in the study of structure, function, ecology, genetics, classification, and evolution of animals. An elementary course without laboratory designed for senior students. Not open to students who have had previous courses in zoology. 3 s.h. (w) ASSISTANT PROFESSOR VERNBERG

196. SEMINAR: CURRENT DEVELOPMENTS IN ZOOLOGY.—Prerequisites: Zoology 53 and 92. Open only to seniors. 2 s.h. (w) STAFF

FOR SENIORS AND GRADUATES

204. ADVANCED PARASITOLOGY.—Lectures, readings, and laboratory work, dealing with practical and theoretical problems of classification, morphology and host relations of animal parasites. Offered in alternate years. Prerequisite: Zoology 161. 4 s.h. (E) ASSOCIATE PROFESSOR HUNTER

216. LIMNOLOGY.—A study of lakes, streams, and ponds including their classification, photosynthetic productivity, geochemistry, physical patterns, pollution, fisheries, and significance as microcosms. Lectures, field trips, laboratory work. Prerequisites: Chemistry 1, 2, and a year of biology. 4 s.h. (w) ASSISTANT PROFESSOR ODUM

219, 220. SPECIAL PROBLEMS.—Senior majors who have had proper training may be permitted to carry on special work. Permission must be obtained from the Director of Undergraduate Studies and the instructor under whom the student wishes to work. Not more than 4 s.h. (w & E) STAFF

222. ENTOMOLOGY.—A study of anatomy, physiology, embryology, and classification of insects. Offered in alternate years. Prerequisite: One year of zoology. 4 s.h. (w) PROFESSOR GRAY

224. VERTEBRATE ZOOLOGY.—A study of life histories, adaptations, ecology and classification of vertebrate animals. Offered in alternate years. Prerequisite: Zoology 53. 4 s.h. (w) PROFESSOR GRAY

238. SYSTEMATIC ZOOLOGY.—The fundamental theory and practice involved in the collection, identification, and classification of animals. Offered in alternate years. Prerequisites: Zoology 1, 2. 4 s.h. (w) ASSOCIATE PROFESSOR BAILEY

245. RADIATION BIOLOGY.—An introductory course which deals with the basic physical, chemical, and biological principles upon which the study of the biological effects of radiation is based. It consists of four sections: Radiation Physics, Radiation Cytogenetics, Radiation Biochemistry, and Radiation Physiology. Laboratory work using various radiation sources and a number of organisms give an opportunity to investigate these principles at first hand. Special lecturers will include members of the staff of the Biology Division of the Oak Ridge National Laboratory. Prerequisites: Mathematics through trigonometry, college physics, inorganic and organic chemistry. 4 s.h. (w) VISITING PROFESSOR KIRBY-SMITH

252. COMPARATIVE PHYSIOLOGY.—The physiological mechanisms of animals studied on a comparative basis. Prerequisite: Zoology 151 or equivalent. 4 s.h. (w) PROFESSOR SCHMIDT-NIELSEN

253. ADVANCED VERTEBRATE MORPHOLOGY.—Lectures, reports, and reading assignments in the comparative morphology of the vertebrates, with particular emphasis on theories concerning the interrelationships of vertebrates and the origin of certain vertebrate structures. Advanced laboratory study of structure in selected groups of vertebrates. Offered in alternate years. Prerequisites: Zoology 53, 92. 4 s.h. (w) ASSOCIATE PROFESSOR HORN

271. CELLULAR PHYSIOLOGY.—The physiological processes of living matter approached through studies of cells and tissues. Prerequisites: two years of biology and at least one year of chemistry. 4 s.h. (w) PROFESSOR WILBUR

274. INVERTEBRATE ZOOLOGY.—A study of structure, functions, and habits of invertebrate animals under normal and experimental conditions. Field trips will be made to study, collect, and classify animals in their natural habitats. Offered in alternate years. Prerequisites: Zoology 1, 2. 4 s.h. (w) PROFESSOR BOOKHOUT

276. PROTOZOOLOGY.—The morphology, physiology, taxonomy, and culture of protozoa. Offered in alternate years. Prerequisites: Zoology 1, 2. 4 s.h. (w) PROFESSOR BOOKHOUT

278. INVERTEBRATE EMBRYOLOGY.—Lectures, readings and laboratory work dealing with rearing, life history and development of invertebrates. Offered in alternate years. Prerequisite: Zoology 92. 4 s.h. (w) PROFESSOR BOOKHOUT

For summer courses in Marine Biology consult the Bulletin of the Duke University Marine Laboratory.

DEPARTMENTAL MAJOR

Prerequisites: Zoology 1 and 2.

Major Requirements (for both A.B. and B.S. degrees): A minimum of 24 s.h. of zoology including courses 53, 92, 151 or 271.

Related Work: At least one year of chemistry; additional work usually chosen from courses in botany, chemistry, geology, mathematics and physics.

Language Requirements: For A.B. degree: Preferably German or French. For B.S. degree: Both German and French.

Courses of Instruction

College of Engineering



CIVIL ENGINEERING

ASSOCIATE PROFESSOR J. W. WILLIAMS, ACTING CHAIRMAN; ASSOCIATE PROFESSOR PALMER;
ASSISTANT PROFESSORS ARGES, GARDNER, HAINES, LEWIS, AND STOTTLEMYER;
MESSRS. BROWN, DAVIS, PETERSON, AND THARP

CE 51. CIVIL ENGINEERING FUNDAMENTALS.—An introductory to engineering procedures and methods. The history and scope of civil engineering. Prerequisite: Engrg 1, Math 5 and 6. 1 s.h. (w) **STAFF**

CE 61. SURVEYING I.—Use of instruments; transit, stadia and compass surveying; differential and profile leveling; setting grade stakes; calculations of bearings, latitudes, departures and areas; methods of plotting; mapping based on transit-tape and stadia surveys; determination of azimuth by solar and stellar observations; care and adjustment of instruments. Prerequisite: Engrg 1 and Math 6. 4 s.h. (w) **ASSISTANT PROFESSOR ARGES AND MR. THARP**

CE 62. SURVEYING II.—Topographic surveying using stadia and plane table; rural and urban land surveys; public land system; grading plans and earthwork quantities; triangulation. Introduction to photogrammetry. Prerequisite: CE 61. 2 s.h. (w) **ASSISTANT PROFESSOR ARGES AND MR. PETERSON**

CE 108. *ADVANCED STRENGTH OF MATERIALS.—Applications of Mohr's circle, deflections, and energy of strain to advanced problems. Prerequisite: Engrg 107. 3 s.h. (w) **ASSISTANT PROFESSOR GARDNER**

S 110. PLANE SURVEYING.—The equivalent of CE 61 given especially for students in forestry. See Bulletin of Summer Session. 4 s.h. (w) **ASSISTANT PROFESSOR ARGES**

CE 113. ROUTE SURVEYING.—The calculation and laying out of simple, compound, and easement curves; widening of curves; vertical curves; setting slope stakes; ordinary earthwork computations and mass diagrams. Prerequisite: CE 61. 2 s.h. (w) **ASSOCIATE PROFESSOR WILLIAMS**

CE 116. HIGHWAY ENGINEERING.—Location, design, construction and maintenance of highways and city streets; soil stabilization; traffic studies; economics of planning and design. Prerequisite: CE 113, CE 135. 3 s.h. (w) **ASSOCIATE PROFESSOR WILLIAMS AND MR. THARP**

CE 118. MATERIALS OF ENGINEERING.—Study and testing of materials, commonly used in engineering. Standard tests to determine significant physical properties of cementing materials and aggregates. The design and proportioning of concrete mixtures. Prerequisite: Engrg 107. 3 s.h. (w) **ASSISTANT PROFESSORS ARGES AND GARDNER**

CE 121. *HYDROLOGY.—Fundamentals of meteorology; precipitation; evaporation. Ground water development. Stream flow and stream gaging. Hydrograph analysis. Flood routing. Field trips to be arranged. Prerequisite: Engrg 128. 3 s.h. (w) **ASSISTANT PROFESSOR STOTTLEMYER**

CE 123. HYDRAULIC ENGINEERING.—Pipe flow, compound pipe systems, network analysis, analysis and problems on pumps and turbines, fundamental aspects of hydrology. Open channel flow, non-uniform flow computations. Irrigation and drainage problems. Flood control and hydraulic structures. Prerequisite: Engrg 128. 3 s.h. (w) **ASSISTANT PROFESSOR STOTTLEMYER**

* Offered only upon sufficient demand; enrollment limited.

CE 124. SANITARY ENGINEERING.—Public Health and Engineering Aspects of Water Supply and Waste Disposal. Population estimation, storage requirements, supply and collection systems. Water and waste treatment, laboratory analyses and interpretation of results. Prerequisite: CE 123, Chemistry 2. 3 s.h. (w)

MR. BROWN

CE 128. INDUSTRIAL WATER SUPPLIES.—Water quality for industrial uses. Analytical techniques and interpretation of results. Boiler feed water requirements; softening, ion exchange; deaeration, priming; foaming; corrosion; embrittlement. Control of treatment processes. Prerequisite: Chemistry 1-2. 3 s.h. (w) Not offered 1956-57.

CE 131. STRUCTURAL MECHANICS I.—Stresses in trusses by algebraic and graphic methods under all conditions of loading. Structural drafting. Prerequisite: Engrg 107. 3 s.h. (w)

ASSOCIATE PROFESSOR PALMER AND ASSISTANT PROFESSOR STOTTLEMYER

CE 132. STEEL AND TIMBER.—Tension, compression, flexural members, eccentric connections, unsymmetrical bending, riveted and welded plate girders, trusses and office building frames. Timber design using ring connectors. Design and detail drawings. Prerequisite: CE 131. 4 s.h. (w)

ASSOCIATE PROFESSOR PALMER AND ASSISTANT PROFESSOR STOTTLEMYER

CE 133. REINFORCED CONCRETE.—Theory and design of reinforced concrete beams, columns, and footings. Arches and bents by column analogy. Prerequisite: CE 140. 4 s.h. (w)

ASSISTANT PROFESSOR GARDNER

CE 135. SOIL MECHANICS.—Identification and classification; flow nets; frost action; stability of foundations, cuts and embankments, and retaining walls; settlement. Laboratory includes identification, permeability, shear, unconfined compression, consolidation and compaction tests. Prerequisite: Engrg 107. 3 s.h. (w)

ASSISTANT PROFESSOR GARDNER

CE 137-138. SEMINAR.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. 2 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS AND STAFF

CE 140. STRUCTURAL MECHANICS II.—Application of least work, slope deflection, and moment distribution to statically indeterminate structures. Deflection of trusses. Prerequisite: CE 131. 3 s.h. (w) ASSOCIATE PROFESSOR PALMER

CE 142.*ADVANCED HYDRAULICS.—Statistical and dynamical principles of fluids applied to specific engineering problems. Effects of gravity, viscosity, compressibility, and surface tension on fluid motion in closed conduits and open channels; surface and form resistance; dimensional analysis and theory of models. Non-uniform flow in open channels. Hydraulic jump, backwater curves. Prerequisites: Engrg 128 or ME 105. 3 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS

CE 143-144. PROJECTS IN CIVIL ENGINEERING.—This course may be assigned by the Chairman of the Department to certain seniors who have shown an aptitude for research in one distinct field of civil engineering, in which case it may be substituted for certain general civil engineering courses. 2-6 s.h. (w)

STAFF

CE 146. PROFESSIONAL ENGINEERING PROBLEMS.—Professional aspects of civil engineering practice. Selected problems in analysis and design, consideration of engineering economy, contracts, specifications, and ethics. Seniors only. 2-3 s.h. (w)

ASSOCIATE PROFESSOR PALMER

ELECTRICAL ENGINEERING

ASSOCIATE PROFESSOR VAIL, CHAIRMAN; PROFESSOR SEELEY; ASSOCIATE PROFESSORS EGERTON, KRAYBILL AND MEIER; ASSISTANT PROFESSORS ARTLEY, KOENIG AND OWEN; MESSRS. THURSTONE AND W. L. WILLIAMS

EE 51. ELECTRICAL ENGINEERING ORIENTATION.—A course designed to present the basic philosophy of engineering education; to provide an introduction to the staff, the curriculum, and the facilities of the Department of Electrical

* Offered only upon sufficient demand; enrollment limited.

Engineering; to introduce techniques for use of the library; to provide instruction in use of the slide-rule and in methods of study; to provide information concerning the role of engineering and of the professional engineering societies in our national life, and to introduce the principles of engineering economy. One two-hour session. 1 s.h. (w) ASSOCIATE PROFESSOR KRAYBILL AND ASSISTANT PROFESSOR ARTLEY

EE 52. ELECTRICAL ENGINEERING PRINCIPLES I: ELECTROMAGNETICS.—The first of a three-course sequence that develops the fundamental principles common to all electrical engineering. This first course considers the mathematical and physical analysis of energy relations in electric and magnetic fields. The interrelationships between field and circuit concepts provide the transition to an introductory study of electric and magnetic circuits. Representative topics are: vector notation; potential; gradient; Faraday's and Coulomb's laws; Ampere's law; dielectric and magnetic materials; resistance, capacitance and inductance of systems of conductors; systems of electric and magnetic units; simple circuits. Four recitations. Prerequisite: Mathematics 52; Physics 42. 4 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 71. INSTRUMENTATION.—Basic principles of instrumentation systems; characteristics and construction of devices for measuring physical quantities encountered in all branches of engineering. One three-hour session. Prerequisite: Mathematics 51; Physics 42. 1 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 101. ELECTRICAL ENGINEERING PRINCIPLES II: CIRCUITS.—A detailed study of the principles of alternating and direct-current electric circuits: instantaneous and effective values; the algebra of phasors and complex quantities; impedances in combination; Kirchhoff's laws; coupling; nonsinusoidal waves; Laplace transforms; transients. Prerequisite: EE 52. Concurrent: Mathematics 111. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL, ASSISTANT PROFESSOR ARTLEY,
AND MR. THURSTONE

EE 102. ELECTRICAL ENGINEERING PRINCIPLES III: NETWORKS.—An introductory study of the principles of electric network analysis employing more sophisticated techniques than were encountered in the preceding course. Matrix notation is employed in introducing a generalized concept of impedance. Demonstration is made of the use of electric network analogue techniques in solving non-electrical problems. Specific topics include: mesh and nodal analysis; wye-delta transformations; reciprocity theorem; Thevenin's and Norton's theorems; polyphase circuits. Prerequisites: EE 101; Mathematics 111. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL AND ASSISTANT PROFESSOR ARTLEY

EE 106. INTRODUCTORY ELECTRONICS.—A presentation of topics that are basic to engineering application of electronics: particle ballistics; emission; conduction in vacuums, gases, liquids and solids; static and dynamic characteristics of vacuum and solid state devices; basic amplifier circuits. Three recitations. Prerequisite: EE 101. Concurrent: EE 114. $\frac{3}{2}$ s.h. (w)

ASSISTANT PROFESSORS KOENIG AND ARTLEY

EE 107-108. ELECTRICAL ENGINEERING PRINCIPLES LABORATORY.—A two-semester course designed to provide instruction in electrical laboratory techniques and in the preparation of engineering reports, and to provide experimental verification and amplification of the theory in the sequence of courses EE 52, EE 101 and EE 102. One three-hour laboratory. 2 s.h. (w)

STAFF

EE 114. INTRODUCTORY ELECTRONICS LABORATORY.—A course designed to acquaint the student with electronic equipment and laboratory techniques, as well as to complement and supplement the principles of the classroom course, with which it should be taken concurrently. 1 s.h. (w)

STAFF

EE 123. PRINCIPLES OF ELECTRIC CIRCUITS.—A course designed especially for students in other branches of engineering, covering the fundamental electrical units and both alternating and direct-current circuits. Three class sessions and one three-hour laboratory. Prerequisite: Mathematics 52 and Physics 42. 4 s.h. (w)

ASSOCIATE PROFESSORS KRAYBILL AND EGERTON;
ASSISTANT PROFESSOR KOENIG; MR. W. L. WILLIAMS

EE 124. PRINCIPLES OF ELECTRIC MACHINERY.—A course designed especially for students in other branches of engineering, covering the application of the principles of course EE 123 to alternating and direct-current machinery and associated apparatus. Three class sessions and one three-hour laboratory. Prerequisite: EE 123. 4 s.h. (w)

ASSOCIATE PROFESSORS KRAYBILL AND EGERTON;
ASSISTANT PROFESSOR KOENIG; MR. THURSTONE

EE 159. *TRANSMISSION.—A development of the theory underlying the transmission of electric energy over conductors at both power and communication frequencies. Two class sessions and one two-hour computation. Prerequisite: EE 102, EE 106, Mathematics 111. Elective for electrical majors. 3 s.h. (w)

PROFESSOR SEELEY

EE 161. *HIGH-VOLTAGE PHENOMENA.—An introductory study of high-voltage phenomena and their engineering application; behavior of gaps and insulators upon application of power-frequency and impulse voltages; corona; properties of insulating materials; high-voltage measurements; elements of high-voltage design. Two class sessions and one three-hour laboratory. Prerequisite: EE 101-102, EE 105, EE 106, and permission of instructor. Elective for electrical majors. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL

EE 163-164. ELECTRIC MACHINERY LABORATORY.—A two-semester course paralleling and integrated with the classroom course, EE 257-258, with which it should be taken concurrently. 2 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 165-166. ELECTRICAL ENGINEERING SEMINAR.—A course in which seniors are required to present oral reports and dissertations on material appearing in current engineering literature. Juniors may participate, but without credit. 2 s.h. (w)

STAFF

EE 167-168. ADVANCED ELECTRONICS LABORATORY.—A two-semester laboratory course paralleling and integrated with the classroom course in Advanced Electronic Networks, with which this course should be taken concurrently. 2 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 171. *FUNDAMENTALS OF ILLUMINATION.—A course designed to familiarize the student with some of the factors that influence seeing; to provide a working knowledge of lighting language, sources, and measuring techniques; and to acquaint the student with the basic factors involved in recommended lighting practice. Two class sessions and one two-hour computation. Prerequisite: EE 101-102 or EE 123, and permission of instructor. Elective. 3 s.h. (w)

ASSOCIATE PROFESSOR KRAYBILL

EE 173-174. *PROJECTS IN ELECTRICAL ENGINEERING.—A course which may be undertaken only by seniors who show special aptitude, or who may have had previous experience directly related to the proposed project. The consent of the Chairman of the Department must be obtained before registering. Elective for electrical majors. 3-6 s.h. (w)

STAFF

EE 175. *NETWORK ANALYSIS.—An advanced study of electric network theory and its application to certain problems in engineering practice: complex frequency; pole and zero network analysis; analogue solutions; filters and transmission lines. Prerequisite: EE 102; permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 177. *ELECTROMAGNETIC THEORY.—Vector analysis; Maxwell's equations; radiation; propagation; antennas. Prerequisite: EE 102; permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 179. *ADVANCED ELECTRICAL MEASUREMENTS.—A study of the theory and practice of measurements of electrical quantities at extremes of voltage, current, power, and frequency. Two class sessions and one three-hour laboratory. Prerequisite: EE 71; EE 102; EE 106; and permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 185. *SOLID STATE ENGINEERING.—A course to introduce students of electrical engineering to useful concepts and engineering applications arising from the field of solid state physics. A study of crystalline structure and the thermal

* Offered only upon sufficient demand; enrollment limited.

properties of solids is followed by a treatment of insulators semi-conductors, and conductors. Attention is given also to the magnetic properties of engineering materials. Prerequisite: Physics 75; permission of instructor. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL

EE 187. *NUCLEAR ENGINEERING.—An introductory course for engineering students interested in preparing for active participation in the fields of nuclear science and engineering. Review of nuclear physics; fission and the chain reaction; nuclear reactor principles; materials, instrumentation, and control of nuclear reactors; selected application and techniques of nuclear engineering. Prerequisite: Physics 75; permission of instructor. 3 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 189. *ELECTROMAGNETIC DEVICES.—A development of the general concepts and techniques useful in solving problems arising in the design of electromagnetic devices. Particular attention is given to devices employing ferromagnetic materials. The general principle is introduced and then is applied to such devices as: relays; saturable reactors; rotating amplifiers; motors and generators. Prerequisite: permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 197. *INDUSTRIAL APPLICATION OF ELECTRICAL EQUIPMENT.—A course of lectures, demonstrations, and recitations designed especially for students in other branches of engineering, dealing with the basic principles of utilization of a wide variety of electrical equipment in industrial practice. Emphasis is on industrial control, motor and generator application, and electronic devices and applications. Prerequisite: EE 124 and permission of instructor. Elective for non-electricals. 3 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 199. *FEEDBACK CONTROL SYSTEMS.—An introductory study of the theory, analysis, design and operation of servomechanisms, regulators, program controllers, and other feedback controls. Included are electrical, mechanical, hydraulic, aerodynamic, pneumatic, and thermal systems. Steady-state and transient solutions, stability criteria and diagrams, and linear and non-linear systems are considered. Two class sessions and one three-hour laboratory. Prerequisite: EE 102, EE 106, and permission of instructor. Concurrent: EE 163 and EE 257. Elective for electrical majors. 3 s.h. (w)

ASSISTANT PROFESSOR KOENIG

EE 257-258. ELECTRIC MACHINERY I-II.—A two-semester course that applies the principles of the first three years to a study of the underlying theory of design and operation of both static and rotating electric machinery. Specifically treated are: transformers; rotating machine components; energy flow in generators and motors; induction and synchronous generators and motors; commutation; d-c generators and motors; series and parallel operation of electric machines. Prerequisite: EE 102. Concurrent: EE 163-164. 6 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 261-262. ADVANCED ELECTRONIC NETWORKS I-II.—A two-semester course dealing with advanced topics in engineering electronics: electronic circuit analysis; narrow- and wide-band amplifiers; feedback amplifiers; oscillators; modulation and demodulation; nonsinusoidal waves in linear and non-linear circuits; microwave devices; communication systems. Prerequisite: EE 102; EE 106. Concurrent: EE 167-168. 6 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 263-264. *OPERATIONAL CIRCUIT ANALYSIS.—An advanced course covering the mathematical analysis of certain circuits used in electrical engineering, with an introduction to the application of operational calculus to circuit analysis. Prerequisite: EE 101-102, Mathematics 111, and permission of instructor. Elective for electrical majors. 6 s.h. (w)

PROFESSOR SEELEY

MECHANICAL ENGINEERING

ASSOCIATE PROFESSOR KENYON, ACTING CHAIRMAN; ASSOCIATE PROFESSOR REED; ASSISTANT PROFESSORS ELSEVIER, FULTON, AND WILBUR; MESSRS. CALLESON, HWANG, RABIN, SMITH AND TAYLOR

ME 52. KINEMATICS, MECHANISM AND KINETICS.—Motion of particles. Mathematical and graphical studies of displacement, velocity and acceleration in

* Offered only upon sufficient demand; enrollment limited.

linkages, cams, gears and trains of mechanism. Synthesis of mechanisms. Moment of inertia. Translation, rotation and general plane motion of rigid bodies. Work, energy, impulse and momentum. Three recitations and three laboratory hours. Prerequisite: Physics 51, Engineering 2. Concurrent: Mathematics 52, Engineering 57. 4 s.h. (w) ASSISTANT PROFESSOR FULTON, MESSRS. HWANG AND RABIN

ME 101-102. ENGINEERING THERMODYNAMICS.—A basic study of the laws of thermodynamics, their corollaries, and their use in engineering analysis and design. Properties and processes of gases, vapors, vapor-liquid systems, and mixtures. Cycles. Combustion. Prerequisite: Chemistry 2, Physics 42, Mathematics 52. 6 s.h. (w) ASSISTANT PROFESSOR WILBUR

ME 103-104. APPLIED THERMODYNAMICS.—A terminal course in thermodynamics and its engineering applications, for civil and electrical engineering students. First semester: first and second laws, gases, vapors, processes, cycles. Second semester: combustion, heat transfer, engines, compressors, boilers, turbines, refrigeration. Prerequisite: Chemistry 2, Physics 42, Mathematics 52. 6 s.h. (w) ASSISTANT PROFESSORS FULTON AND WILBUR, MR. HWANG

ME 105. FLUID MECHANICS.—An introduction to fluid statics and dynamics. Basic laws, internal and external flow phenomena, dimensional analysis, dynamic similarity, viscosity, compressibility, propulsion and fluid power. Prerequisite: Physics 42, Mathematics 52. 3 s.h. (w) ASSOCIATE PROFESSOR KENYON

ME 106. HEAT TRANSFER.—A basic course covering conduction, radiation and convection; heat transfer to boiling liquids and condensing vapors; over-all transfer of heat; steady state and variable flow; graphical and analytical solutions. Prerequisite: Mathematics 52, Physics 42. Concurrent: ME 102 or ME 103, ME 105 or Engineering 128. May be elected by a limited number of CE and EE students. 3 s.h. (w) ASSOCIATE PROFESSOR REED

ME 107. MATERIALS AND PROCESSES.—Lectures and recitations covering elementary metallurgy, selection and mechanical properties of engineering materials, and effect of fabrication methods upon properties; casting, forging, welding, rolling, machining, grinding, other common processes and interchangeable manufacture as applied to present-day industry. Supplemented with films and demonstrations. Prerequisite: Chemistry 2, Engineering 107, Engineering 109. 3 s.h. (w) ASSISTANT PROFESSOR WILBUR, MESSRS. CALLESON AND SMITH

ME 108. *AERONAUTICS.—A general course applying the principles of fluid mechanics to airfoils, propellers and the complete airplane. Prerequisite: ME 105. 3 s.h. (w) ASSISTANT PROFESSOR ELSEVIER

ME 113-114. JUNIOR MECHANICAL ENGINEERING LABORATORY.—Open only to mechanical engineering students. First semester: experiments and reports on instruments, dynamometers, hydraulics, analysis of exhaust gas, and properties of fuels and oils. Second semester: experiments and reports on analysis of coal, heating value of fuels, steam calorimetry and flow, injectors and ejectors. Concurrent: ME 101-102. 2 s.h. (w) STAFF

ME 115-116. MECHANICAL ENGINEERING LABORATORY.—Open only to electrical and civil engineering students. Experiments and reports on instruments, hydraulics, brakes and dynamometers, analysis of exhaust gas, heating value of fuels, internal combustion engines, oil-and-gas-fired boiler, air compressor, steam engine, steam turbine, centrifugal fan and centrifugal pump. Concurrent: ME 103-104. 2 s.h. (w) STAFF

ME 150-151. MACHINE DESIGN.—Application of the principles of mechanics, strength of materials, constructive processes and engineering drawing to the design of bolted, riveted and welded connections, pressure vessels and machine elements, followed by the design of at least one complete machine. ME 150 has one recitation and three laboratory hours; ME 151 has three recitations and six laboratory hours. Prerequisite: Engineering 107, Engineering 109, ME 52. Concurrent with ME 150: ME 107. 7 s.h. (w) ASSISTANT PROFESSOR LEWIS AND MR. CALLESON

* Offered only upon sufficient demand; enrollment limited.

ME 153-154. HEATING, AIR CONDITIONING AND REFRIGERATION.—A fundamental course with emphasis on the theoretical basis of the subject. Determination of heat losses and gains; design of steam and hot water heating systems; panel heating. Fundamentals of refrigeration theory and design. Laboratory experiments combining rating and testing with demonstrations of principles. Prerequisite: ME 102 or ME 104, ME 106. Concurrent: ME 159-160. Three recitations, three laboratory hours in alternate weeks. 7 s.h. (w)

ASSOCIATE PROFESSOR REED

ME 155 INTERNAL COMBUSTION ENGINES.—Principal cycles; fuels and fuel mixtures; effect of real mixtures on theoretical cycles; combustion; carburetion and fuel injection. Thermodynamic analysis of engine performance. Modern development in the internal combustion engine. Prerequisite: ME 101-102. 3 s.h. (w)

ASSISTANT PROFESSOR ELSEVIER

ME 157. *PUMPS, COMPRESSORS AND TURBINES.—An introduction to the theory and design of centrifugal pumps and compressors, axial-flow compressors, impulse and reaction turbines, and gas turbine plants. Includes combustion systems and regenerators. Prerequisite: ME 102, ME 105, ME 106. 3 s.h. (w)

ASSISTANT PROFESSOR FULTON

ME 158. INDUSTRIAL ENGINEERING.—A study of the growth and present tendencies of productive industries as concerns the engineer. Specific topics treated are: plant location, organization, production and cost controls, wage payment, etc. Seniors only. 3 s.h. (w)

ASSISTANT PROFESSOR LEWIS AND MR. SMITH

ME 159-160. SENIOR MECHANICAL ENGINEERING LABORATORY.—Open only to mechanical engineering students. First semester, 1 s.h.: experiments and reports on performance and economy of internal combustion engines, oil-and-gas-fired-boiler, centrifugal pump and fan, steam engine and turbine, flow in ducts, heat exchanger. Second semester, 2 s.h.: experiments and reports on air compressor and on steam power plant components and unit; plan, execution and report of a self-designed experiment. Prerequisite: ME 105, ME 106, ME 114. (w)

STAFF

ME 162. POWER PLANTS.—A study of the economic and engineering factors affecting the location and selection of power plants and related equipment. Includes discussion of fuels and methods of power production including nuclear power. Prerequisite: ME 102 or ME 104. 3 s.h. (w)

ASSOCIATE PROFESSOR KENYON

ME 163. ADVANCED MECHANICS.—An introduction to the theory of elasticity and the theory of plasticity; theories of metal failure; equilibrium, stability and governing of systems; acceleration of Coriolis; kinetics of mechanisms; mechanical vibrations and balancing of rotating machinery. Prerequisite: Mathematics 53. ME 151. 3 s.h. (w)

ASSOCIATE PROFESSOR REED AND ASSISTANT PROFESSOR FULTON

ME 164. *ENGINEERING ANALYSIS.—A study of a series of engineering problems with particular reference to mathematical and graphical methods of solution and engineering interpretation of results. 3 s.h. (w)

ASSISTANT PROFESSOR WILBUR

ME 166. *AIR CONDITIONING DESIGN.—Analysis of air-conditioning requirements, summer and winter, commercial and industrial. Design of systems and units; selection of equipment. Prerequisite: ME 153. 3 s.h. (w)

MR. SMITH

ME 171. INSTRUMENTATION.—An introduction to the basic fundamentals of instrumentation and of the control of processes and systems, with emphasis on the principles of measurements. Open to seniors only. One recitation, three laboratory hours. 2 s.h. (w)

MR. HWANG

ME 173-174. MECHANICAL ENGINEERING SEMINAR.—A course designed to keep the students abreast of progress in the engineering field and to develop their ability to express ideas effectively in speech and writing. Each student gives at least one major presentation. Open to seniors only. First semester, 2 s.h.; second semester, 1 s.h. (w)

STAFF

¹ Offered only upon sufficient demand; enrollment limited.

ME 197-198. PROJECTS IN MECHANICAL ENGINEERING.—This course may be assigned by the Chairman of the Department to certain seniors who express a desire for such work and who have shown aptitude for research in one distinct field of mechanical engineering. Either semester or both semesters. 1-6 s.h. (w)
STAFF

COMMON ENGINEERING SUBJECTS

STAFF

ENGRG 1. ENGINEERING DRAWING.—The study of mechanical drawing with emphasis on third angle projection, pictorial drawing, dimensioning, working drawings, pencil and ink techniques. 2 s.h. (w)

ASSISTANT PROFESSORS HAINES AND LEWIS; MR. DAVIS

ENGRG 2. DESCRIPTIVE GEOMETRY.—A study of drawing board geometry with emphasis on line and plane problems, developments, and intersections. Further emphasis on drawing techniques. Prerequisite: Engrg 1. 2 s.h. (w)

ASSISTANT PROFESSORS HAINES AND LEWIS

ENGRG 57. STATICS.—Concurrent forces, parallel forces, nonconcurrent and nonparallel forces, centroids, friction, moment of inertia. Prerequisite: Engrg 1. Concurrent: Mathematics 52. 3 s.h. (w)

ASSOCIATE PROFESSOR PALMER AND MR. THARP

ENGRG 58. DYNAMICS.—General principles of dynamics as applied to particles and rigid bodies. Translation, rotation, general plane motion, work and energy, impulse and momentum, gyroscopic motion. Prerequisite: Engrg 57 and Mathematics 52. 3 s.h. (w)

ASSISTANT PROFESSOR ARGES

ENGRG. 107. STRENGTH OF MATERIALS.—Stresses and strains in elastic bodies; shear and moment diagrams; stresses in beams; beam deflections by double integration and area—moments; statically indeterminate beams, torsion, principal stresses. Prerequisite: Engrg 57, Mathematics 52. 3 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS AND ASSISTANT PROFESSOR ARGES

ENGRG. 109. STRENGTH OF MATERIALS LABORATORY.—Study and use of testing machines and strain gages. Tests to determine significant physical properties of the common engineering materials. Experimental verification of the elementary theory of structural members. Must be preceded or accompanied by Engrg 107. 1 s.h. (w)

ASSISTANT PROFESSOR ARGES AND MR. PETERSON

ENGRG 128. HYDRAULICS.—Physical properties of fluids, fluid statics, continuity and energy principles, pressure-momentum principle, elementary principles of turbines and pumps, flow of a real fluid, dimensional analysis and dynamic similarity, fluid flow in closed conduits and in open channels, fluid measurements. Prerequisite: Engrg 58 or ME 52. 3 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS AND MR. PETERSON

ENGRG 151. *AIRCRAFT STRUCTURES.—Fundamental theory of stress analysis of airplane components including an introduction to design principles and methods. Space structures, inertia forces, load factors, properties of aircraft materials, buckling of thin sheets and curved panels, semimonocoque structures, plasticity, shear flow theory, semitension field beams. Seniors only. Prerequisite: Engrg 107. 3 s.h. (w)

ASSISTANT PROFESSOR STOTTELMYER

ENGRG 169. *LEGAL ASPECTS OF ENGINEERING.—A course designed to introduce engineering students to those aspects of the law encountered in the practice of engineering. Subjects included are: contracts and specifications, real and personal property, torts, insurance, agency, equity, evidence, labor management, sales, expert testimony, engineering registration and ethics. Open to seniors only. 3 s.h. (w)

MR. RABIN

170. PATENT LAW FOR ENGINEERS.—A course designed to familiarize engineering students with the legal principles and procedures for protecting patentable inventions, such as drafting and analysis of specifications and claims, study of infringements, assignments, licenses, and record documentation. Open to seniors only. 3 s.h. (w)

MR. RABIN

* Offered only upon sufficient demand; enrollment limited.

Student Life and Activities



CONDUCT AND DISCIPLINE: The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

General oversight of the conduct of students and the administering of discipline are under the supervision of the Vice-President in the Division of Student Life. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the dean of that college. However, through the expressed willingness of the students of the University to assume the responsibility of maintaining high standards of morals and honor, the student body has properly become to a great degree self-governing. Two councils, one of men and the other of women, each composed of duly elected representatives of the student body, exercise the authority granted the students for their respective colleges to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings.

The student councils have been helpful to the administrative authorities of the University. They exert a guiding and stimulating influence for the promotion of high ideals of conduct and of student relationships.

ASSEMBLY AND CLASS MEETINGS: The sophomore, junior and senior classes of Trinity College and the College of Engineering meet four times each year and on call to discuss matters pertinent to the individual groups. The freshman classes of these colleges hold weekly meetings. Attendance in class meetings is compulsory.

In the Woman's College the Student Government Association meets on first Monday evenings; house meetings are held on second Monday evenings; the College Assembly is held on third Monday evenings; and class meetings, with the exception of the freshman class, are held on fourth Monday evenings. The freshmen meet as a class each week. In each instance, attendance is required.

AUTOMOBILE REGULATIONS: Freshmen are not permitted to own or operate motor vehicles at the University. Members of other

classes in Trinity College and the College of Engineering are permitted to operate motor vehicles provided they are registered and operated in accordance with University regulations; under the same conditions seniors in the Woman's College may have cars.

SCHOLASTIC REGULATIONS FOR PARTICIPATION IN ATHLETIC AND OTHER ACTIVITIES: Students who received less than a passing grade on more than six hours of required work of the preceding term are ineligible to represent the University in any athletic contest, concert, or other public event.

Members of athletic teams or other student groups engaging in public representation of the University are expected to be carrying their current work satisfactorily. Students may be barred from participation in such representation if, in the opinion of the dean, they fail to meet this requirement.

RELIGIOUS LIFE: "Eruditio et Religio," the motto emblazoned on the seal of the University, proclaims belief in the essential union of knowledge and religion in the educational process. Provisions, both academic and extra-curricular, are made for the realization of this aim. Academic offerings in the field of Religion are described elsewhere in this catalog. The description below concerns non-academic provisions.

The Gothic Chapel stands at the center of the campus, an inspiring symbol of the place of religion in the well-balanced life. This is the home of the Duke University Church, Interdenominational. The Church encourages the cultivation of the spiritual and moral life of students through participation in a program of varied activities.

In the Service of Worship on Sunday morning several hundred students participate by singing in the choir; at least one hundred other students aid in special ways, as ushers, collectors, and assistants at communion services. Hundreds come to worship and are inspired by the beauty and challenge of these services.

But the Church also encourages the students to translate their worship into effective Christian living. A rich program of activities is offered, so that every student can find something that will challenge his interests and meet his needs as an active member of his faith.

These activities are developed along three lines: interfaith, interdenominational, and denominational. Protestant, Jewish, and Roman Catholic students are organized in their respective groups; but periodically they join together in interfaith programs which are carefully planned to respect the traditions of the various faiths. Interdenominational activities for all Protestant students are emphasized because it is believed that a more complete Christian faith is developed through sharing knowledge and fellowship with Christians of other churches.

Vital to the religious life at Duke are the various church groups

known on the campus as the Protestant Denominational Groups. The Church looks to these organizations, under the leadership of their respective chaplains or advisers, to provide a continuing denominational experience through worship, study, service activities, and recreation. The promotion of churchmanship as a part of the total educational experience at Duke is designed to equip students to assume the role of leaders in their local church when they leave the University.

Additional features of the program are the organ recitals and special musical services which are given from time to time on Sunday afternoons in the Chapel. During the summer, carillon recitals are presented twice a week.

The total religious program is under the direction of the Official Board of the Church, composed of an equal number of faculty-staff members and students. The Chaplain is the administrative officer in charge of the religious activities program. Professional guidance is given by the Chaplain to the University, the Dean of the Chapel, the Choir Director, and the Organist, the Associate Directors of Student Religious Life, and the denominational Chaplains.

PUBLIC LECTURES AND SOCIAL FUNCTIONS: The Faculty Council on Public Lectures supervises all public lectures, addresses, and other public events given under the auspices of the University or of any organization in any way connected with the University. All dates and programs must be approved by the Council, which prepares an official yearly calendar. Current announcements of public occasions appear in the Weekly Calendar of Duke University issued by the Department of Alumni Affairs.

A social committee composed of students and staff members from the undergraduate colleges exercises general supervision over major social functions. The executive officers of the committee are the Dean of Undergraduate Men and the Dean of Undergraduate Women.

MEDICAL CARE: With the exceptions noted below, full medical and surgical care is furnished to all regularly matriculated students of the University. The cost is included in the general fee paid each semester and in the fees charged each student in the summer quarter.*

The service is under the direction of the University Physician with the cooperation of the Staff. It includes hospitalization in Duke Hospital, as deemed necessary by the Hospital Staff but limited to thirty days; medical and surgical care under the supervision of a senior physician or surgeon; drugs, X-ray work, and ward nursing. Special nursing is not covered. Students pay for board while in the hospital. Refraction of eyes, treatment of teeth and of all chronic and pre-existing conditions, such as diseased tonsils, hernias, pilonidal cysts

* Only those students who have paid the fee for the semester, quarter or summer session during which illness occurs are entitled to the services described herein.

and other elective surgery, chronic skin conditions, endocrine disturbances, etc., and accidents or illnesses occurring during vacations or while off the campus, are not included in this service. The cost of any necessary braces and orthopaedic appliances, as well as of special nursing, must be borne by the students, and blood used for transfusions must be paid for or replaced. If students have insurance providing hospitalization, surgical, or medical benefits, the benefits shall be applied to the cost of their medical care.

Advisory consultation with a psychiatrist at no expense is available to students through referral either by the Student Health Physicians or by the deans, but office visits for psychotherapeutic interviews cannot be included in this service.

A woman physician is in residence and a nurse in constant attendance at the Woman's College Infirmary. Patients in this Infirmary can be transferred to the Duke Hospital at any hour of the day or night. Male students receive ambulant care at the student health office in the hospital building during dispensary hours. Men are admitted to the hospital directly whenever necessary. The emergency service and the specialist consulting services of the Hospital and Medical School are always available.

Students are given a careful physical examination upon arrival at the University. Any physical defects are recorded along with the record of the questionnaire from the family physician. All students are requested to be vaccinated successfully against smallpox before admission to the University. It is urgently advised that they take typhoid vaccine if they have not done so within three years, and that all male undergraduates be actively immunized to tetanus by injections of toxoid.

PHYSICAL EDUCATION: Students of Trinity College and the College of Engineering are required to engage in some type of physical activity for two years or four full semesters. This work consists of participation in natural, practical, physical activity for at least three one-hour periods each week. The purpose is to improve body control and strength through big muscle activities, to stimulate the development of mental and physical alertness, to establish habits of regular exercise, and to give training and experience in various kinds of recreational sports that will be indulged in after the student is graduated from the University.

Intramural sports are promoted and fostered in all phases of athletic activity. Meets, tournaments, and leagues are seasonally organized in the different sports. All students of the two colleges are eligible to enjoy the intramural privileges, provided they comply with the intramural rulings. Participation in these activities is entirely voluntary, but they are very popular because they provide an opportunity

for every man to enter into competition and recreation in those sports which he enjoys most.

The work of the Physical Education Department of the Woman's College is designed to give the students of that college an appreciation of the value of activity for general physical well-being, skill in one or more activities which can be enjoyed as recreation during and after college, a well-developed and well-coordinated body, and a knowledge of good posture and efficient handling of the body in everyday activities. To this end, students are allowed to choose from a large number of activities, including individual, dual and team sports, swimming, and several types of dancing. Each student during her two years of required physical education must elect one course in dance and those students who are unable to pass the swimming test must take one course in swimming before graduation. At the mid-point in the fall semester of the freshman year, the activity course ends and all freshmen take two periods a week of body mechanics and one of social hygiene for the remainder of the semester.

The Dance Group, the Swimming Club, and the other sports clubs run by the Woman's Athletic Association give opportunities for all students to take part in the types of intramural activities most interesting to them. The swimming pool, tennis courts, and other athletic equipment are available to all students for use at specified times.

In order to meet certain hygienic aspects of physical education and intramural athletics, the University has made available for all students, in addition to facilities for physical activity and recreation, the following equipment and services:

1. (a) MEN. A regulation uniform: shirt, trunks, supporter, socks, sweat clothes, and towel.
- (b) WOMEN. Gym suit, dance costume, bathing suit, warm-up suit.
2. Provision for locker and handling of uniform.
3. The laundering of uniform and towel as needed.

The privileges and services listed above are available to all students who pay full fees, as long as they comply with the rules and regulations established for the care and handling of the equipment.

THE INTERCOLLEGIATE ATHLETIC PROGRAM: The program, controlled entirely by the University, consists of the organization and training of representative freshman and varsity teams in football, basketball, track, cross country, golf, gymnastics, lacrosse, soccer, swimming, tennis, and wrestling.

The program is under the supervision of the Athletic Council, composed of seven members. Three of the seven are appointed from the faculty as follows: one member from the Officers of General Administration, one from the Officers of Educational Administration, division of the Colleges, and one from the Officers of Instruction of the undergraduate colleges. From this group the President of the

University appoints the faculty chairman, who serves as chairman of the Athletic Council and of its executive committee.

Four of the seven members are selected from the alumni. One of the four, a University Trustee, an alumnus, and a member of the Board's standing Committee on Physical Education and Athletics, is appointed not less frequently than every three years by the chairman of the Board of Trustees. The remaining three, who may not succeed themselves, are elected annually by the general Alumni Association for terms of three years. The Director of Alumni Affairs serves *ex officio* as secretary of the Council and of the executive committee.

The three faculty members of the Athletic Council constitute a committee which alone has the responsibility of enforcing the scholarship and athletic requirements of the University for participation in intercollegiate sports. The athletic eligibility rules are those of the Atlantic Coast Conference.

The executive committee of the Athletic Council is composed of the faculty chairman of the Council, one other faculty member of the Council and one alumni member of the Council. The executive committee of the Council recommends to the President of the University persons to serve as Director of Athletics and as coaches in the various sports. The election of such persons, however, rests solely with the Board of Trustees of the University or with its Executive Committee on recommendation of the President of the University. The executive committee of the Council recommends to the Athletic Council athletic schedules and the award of insignia of merit earned by members of the athletic teams. However, decisions with respect to the same rest solely with the Athletic Council subject to approval of the President.

Each of the four undergraduate classes selects annually, for terms of one year, a member of each respective class to serve in an advisory capacity to the Athletic Council upon call of the faculty chairman on the matter of awarding insignia of merit.

All funds arising from athletics are handled entirely by the Treasurer of the University. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University and a report thereof made annually to the Executive Committee of the Board of Trustees.

THE DUKE STUDENT UNION: All students of Trinity College, the College of Engineering, and the Woman's College are members of the Student Union. The Union Building, located on the West Campus, is the student center. In one section the alumni offices, dining facilities, University store, grill, soda fountain, post office, barber shop, bank, and ball room are housed. In the other there are student organization offices; meeting rooms; information center; music, television, reading, and Town Boys' lounge; and a recreational area. Similar

facilities for services and activities for the Woman's College are provided on that campus.

The Union has as its stated purpose "to stimulate, promote, and develop the social, recreational, cultural, educational, and spiritual activities of the students of Duke University." This purpose is carried out through a broad program of social and cultural recreation adapted to the leisure-time interests and needs of the campus. This program is administered by a Board of Governors composed of ten students and the Director of the Student Union. Numerous activity committees plan and work under the supervision of the Board of Governors.

STUDENT ACTIVITIES OFFICES: The Student Activities Offices, established for the purpose of guiding and coordinating the activities of the various student organizations, are under the supervision of the Director of the Student Union on the West Campus and the Dean of Undergraduate Women on the East Campus. The Offices cooperate with the University Treasurer's Office in providing banking service and advice with regard to budgeting, accounting, and auditing. Permanent records of all financial activities of organizations are kept here. These Offices, in cooperation with the University Purchasing Department, also serve in the capacity of purchasing agent for affiliated student organizations. There is no charge for this service.

STUDENT PUBLICATIONS: Student publications of the University are under the control of a Publications Board, which is constituted as follows: three members from the University staff and two from the alumni, appointed by the President; six men from the junior and senior classes, elected by the students in Trinity College and the College of Engineering; four women from the junior and senior classes, elected by the students in the Woman's College; and four editors and four managers of student publications, *ex officio* members without voting power. No student publications can be started at the University without the approval of the Board.

The four publications of campus-wide interest are the *Archive* (monthly); the *Chanticleer* (annual); the *Chronicle* (semiweekly); *Duke Peer*. The Engineering students issue a professional bimonthly magazine, the *DukeEngineer*.

STUDENT BROADCASTING SYSTEM: The student broadcasting system of the University is under the control of a Radio Council, which is constituted as follows: two members from the University staff, appointed by the President; three members from the faculty who serve as engineering, production, and business advisers; three men from the junior and senior classes, including one engineer, elected by the students in Trinity College and the College of Engineering; one woman from either the junior or senior class, elected by the students of the Woman's College; one man from either the junior or senior class,

elected by the members of the Student Legislature of the Men's Student Government Association from within the membership of that body; one woman from either the junior or senior class, elected by the members of the Woman's Student Government Council from within the membership of that body; and four student managers of the student broadcasting system, *ex officio* members without voting power.

STUDENT ORGANIZATIONS: The following organizations are active on the campus: *The Men's Student Government Association of Duke University* comprises all men students in Trinity College and the College of Engineering. Through its officers and a council it initiates policies and oversees matters within the control of the male student body. The council is composed of seven members: four executive officers, attorney general, chairman of the Campus Welfare Committee, and chairman of the Educational Affairs Committee.

The Woman's Student Government Association is similar in character to the men's association. Its council is composed of the officers of the Association, house presidents, house judicial representatives, and president of the Town Girls' Club, class representatives, and chairman of the Freshman Advisory Council, *ex officio*.

The Young Men's Christian Association and the *Young Women's Christian Association* are branches of the national student Christian Associations. Each body aims not only to enrich the religious life of its members as individuals but also to promote religious group activity. These organizations carry on extensive activity in the fields of social service, faculty-student relations, forums, and other related projects. Membership in the Student Religious Council relates these organizations to the total religious activities program of the Duke University Church, Interdenominational.

Other organizations and activities include the following: Air Force Club; Arnold Air Society; Bench and Bar Society (Pre-Legal Undergraduates) Chemistry Club, Class of 1956; Class of 1957; Class of 1958; Class of 1959; Commodore Club (N.R.O.T.C. Social Organization); Debate Council; Duke-Charlotte Club; Duke Players; Duke University Church (Interdenominational); Duke University Handbook, and Directory; Engineer's Student Council; Hoof 'n' Horn; Interdormitory Council; Interfraternity Council; Intramural Athletic Department; Men's Freshman Advisory Council; Miami-Duke Club; Pep Board; Pre-Medical Society; Publications Board; Radio Council, Reading Club; Semper Fidelis Society; Shoe and Slipper Club; Sociology Club; Student Religious Council; Student Union Board of Governors; Town Boys' Club; Town Girls' Club; WDBS (campus radio station); Woman's College Student Forum; Women's Athletic Association; Women's Freshman Advisory Council; Women's Pan-Hellenic Council; Young Democrats Club; and the Campus Chest Fund

The following honorary orders and fraternities have chapters on

the campus: National—Alpha Kappa Psi (Economics); Delta Phi Alpha (German); Eta Sigma Phi (Classics); Kappa Chi (Pre-Ministerial); Kappa Delta Pi (Educational); Mu Sigma (Psychology); Omicron Delta Kappa (Leadership—Men); Phi Beta Kappa (Scholarship); Phi Eta Sigma (Freshman Scholarship—Men); Pi Mu Epsilon (Mathematics); Sigma Delta Pi (Spanish); Sigma Pi Sigma (Physics); Sigma Xi (Science); Tau Kappa Alpha (Forensic); Tau Psi Omega (French).

Local—Ivy (Scholarship—Freshman Women); Delta Phi Rho Alpha (Athletic—Women); Varsity “D” Club (Athletic—Men); Beta Omega Sigma (Leadership—Sophomore Men); Sandals (Leadership—Sophomore Women); Phi Kappa Delta (Leadership—Women); Red Friars (Leadership—Senior Men); White Duchy (Leadership—Senior Women).

Engineering (Professional)—American Institute of Electrical Engineers; the American Society of Civil Engineers; and the American Society of Mechanical Engineers. Engineering (Honorary)—Tau Beta Pi (Engineering national honor society); Eta Kappa Nu (Electrical engineering national honorary society); Pi Tau Sigma (Mechanical engineering national honorary society); Order of St. Patrick (Leadership).

Local musical organizations available to qualified members are: Chamber Orchestra; Concert Band; Madrigal Singers; Marching Band (Men); Men’s Glee Club; Symphony Orchestra; University Chapel Choir; Women’s Glee Club.

The following national social fraternities have chapters on the campus: Alpha Tau Omega; Beta Theta Pi; Delta Sigma Phi; Delta Tau Delta; Kappa Alpha; Kappa Sigma; Lambda Chi Alpha; Phi Delta Theta; Phi Kappa Psi; Phi Kappa Sigma; Pi Kappa Alpha; Pi Kappa Phi; Sigma Alpha Epsilon; Sigma Chi; Sigma Nu; Sigma Phi Epsilon; Tau Epsilon Phi; Theta Chi; Zeta Beta Tau.

The following national social sororities have chapters on the campus: Alpha Chi Omega; Alpha Delta Pi; Alpha Phi; Alpha Epsilon Phi; Delta Delta Delta; Delta Gamma; Kappa Alpha Theta; Kappa Delta; Kappa Kappa Gamma; Phi Mu; Pi Beta Phi; Sigma Kappa; Zeta Tau Alpha.

Honors and Prizes



HONORS: To be eligible for Honors a student must earn, during the year, credit for at least the minimum academic load permitted by the college in which he is registered. All semester hours on which a student receives a grade are counted in the determination of Honors. Students in the freshman, sophomore, and junior classes who earn an average of at least three and one-half quality points per semester hour are given Honors.

The degree of Bachelor of Arts or of Bachelor of Science with distinction is conferred in accordance with the following rules:

To be eligible for general Honors at graduation a student must have completed in residence a minimum of ninety semester hours. Those students who earn an average of at least three and one-half quality points per semester hour are recommended for a degree *magna cum laude*. Those who earn an average of at least three and three-fourths quality points per semester hour are recommended for a degree *summa cum laude*.

Graduation with distinction in his major department is awarded to the student who, in the opinion of the department and of a special committee of the faculty, has demonstrated exceptional achievement in the area of his special interest.

MEDALS AND PRIZES: *The Wiley Gray Medal* was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee, the best, with respect to both declaration and composition.

The Debate Council authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha Fraternity.

The Robert E. Lee Prize is the gift of The Reverend A. W. Plyler, of the Class of 1892, and Mrs. Plyler. The sum of \$50 is awarded annually at Commencement, preferably to that member of the senior class of Trinity College or the College of Engineering who, in character and conduct, in scholarship and athletic achievement, in manly virtues and capacity for leadership, has most nearly realized the standards of the ideal student. The Vice President in the Division of Student Life, the Graduate Manager of Athletics, and the President of the Student

Council constitute a committee to draft and adopt regulations governing the award.

Alpha Kappa Psi Medallion. Beta Eta Chapter of Alpha Kappa Psi, a professional fraternity in commerce, awards annually the Alpha Kappa Psi Scholarship Key to the male senior student pursuing a degree in the Department of Economics and Business Administration who has attained the highest scholastic average for three years of collegiate work in this University.

Medal of the North Carolina Association of Certified Public Accountants. The North Carolina Association of Certified Public Accountants annually awards a medal to the senior who, in the judgment of his instructors, is the most outstanding student in accounting in his graduating class.

Julia Dale Prize in Mathematics. This is a prize of books given annually to the undergraduate who shows the greatest proficiency in the study of calculus.

The Milmwow Prize, consisting of one year's subscription to the *Electrical World*, is awarded each year to that student from North or South Carolina graduating in the Department of Electrical Engineering who, in the opinion of the faculty of that department and as shown by his grades, has made the most progress in electrical engineering during his last year in college.

The Tau Beta Pi Prize. The North Carolina Gamma chapter of Tau Beta Pi, national honorary engineering fraternity, awards each year a suitable prize, such as an engineering handbook, to a sophomore student in engineering for outstanding scholastic achievement during the freshman year.

The Phi Lambda Upsilon Prize. Phi Lambda Upsilon, honorary chemical society, yearly awards a suitable prize to an outstanding junior who is majoring in chemistry. The recipient's name is inscribed on a plaque displayed in the Chemistry Library.

The Pegram Chemistry Club Prize is awarded in the spring of each year for scholarship in chemistry, physics, and mathematics. The prize consists of a one-year junior membership in the American Chemical Society and a one-year subscription to either the *Journal of the American Chemical Society* or *Industrial and Engineering Chemistry*. To qualify for this prize, the student must (1) be enrolled as an undergraduate of Duke University and (2) be taking or have taken a fourth-year chemistry course. The winner of this prize is selected by a committee consisting of at least one faculty member and at least two members of the Pegram Chemistry Club; the selection is based on the quality-point average for all courses taken in chemistry, physics, and mathematics. In case of a tie equal awards are given.

The Erasmus Club Prize in the Humanities. The Erasmus Club, founded in 1925, a group of Duke faculty members interested in

research in language, literature, and the arts, seeks to stimulate interest and study in these fields. To encourage Duke students in this field, the Erasmus Club has established an annual prize amounting to \$25.00, for the best original essay by an undergraduate which embodies the results of research, criticism, or evaluation in some subject in the humanities. Prospective competitors should consult some member of the faculty, preferably their major professor. Essays must be typewritten and must be submitted to the president of the club before the first of April. The club reserves the right to withhold the prize in case there are no essays of acceptable quality.

The Anne Flexner Memorial Award in Creative Writing has been established by the friends of the family of Anne Flexner, who graduated from Duke in 1945. It consists of fifty dollars in cash and a book bearing the Anne Flexner Memorial Award bookplate. The award is given annually for the best piece of creative writing submitted by a Duke undergraduate. The competition is limited to short stories (5,000-word limit), one-act plays (5,000-word limit), poems (100-line limit), and informal essays (3,000-word limit). Only one manuscript may be submitted by a candidate, and manuscripts must be delivered to the English Office, Room 325 Allen Building, before April 15.

The William Senhauser Prize is given by his mother in memory of her son, a member of the Class of 1942, who lost his life in the Pacific Theatre of War on August 4, 1944. The award is made annually to the sophomore or junior in Trinity College or the College of Engineering who has made the greatest contribution through participation and leadership in intramural sports. The winner of this prize is chosen by a committee selected by the President of the University.

The *Friends of Duke University Library* offer three prizes of \$25.00, \$15.00, and \$10.00, in an annual contest open to all undergraduate students for the best book collections acquired during their college years. The contest is supervised by the Undergraduate Committee of the Friends of the Library, which announces each fall the terms of the award. Inquiries may be directed to the Curator of Rare Books. Collections entered in the contest are exhibited each spring in the General Library, and the prizes are awarded on the basis of the student's collection and a personal interview to determine the overall planning and objectives of his collecting activity, and his familiarity with his own books and the general field of his collecting interest.

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BULLETIN
OF
DUKE UNIVERSITY



The School of Medicine

ANNOUNCEMENTS FOR 1956-1957

VOLUME 28

March, 1956

NUMBER 5-A

Annual Bulletins

FOR GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY
THE SCHOOL OF MEDICINE



1955-1956

ANNOUNCEMENTS FOR 1956-1957

DURHAM, NORTH CAROLINA
1956

Foreword

This bulletin is issued for prospective medical students. Admission into any class is made only on the understanding that every decision of the Committee on Health Affairs shall apply to all students, even though it is made subsequently to their enrollment in the School. At frequent intervals the Committee on Health Affairs reviews the records of all students, and those whose progress has been unsatisfactory may be required to leave the School. Only those will be advanced who, in the opinion of the Committee on Health Affairs, give promise of being a credit to themselves and to the School. The next first-year class will be admitted October 1, 1956. For admission requirements and applications, see page 13.



The School of Medicine

Officers of Administration

General Administration

ARTHUR HOLLIS EDENS, Ph.D., LL.D. <i>President of the University</i>	West Campus
WILLIAM HANE WANNAMAKER, A.M., Litt.D. <i>Vice-Chancellor of the University</i>	West Campus
PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education</i>	Hope Valley
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations and Secretary of the University</i>	813 Vickers Avenue
HERBERT JAMES HERRING, M.A., LL.D. <i>Vice-President in the Division of Student Life and Dean of Trinity College</i>	Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Comptroller</i>	614 West Campus
*CHARLES BLACKWELL MARKHAM, A.M. <i>Treasurer of the University</i>	204 Dillard Street

The School of Medicine

WILBURT C. DAVISON, M.D., D.Sc., LL.D., <i>Dean.</i>
KENNETH E. PENROD, Ph.D., <i>Assistant to the Dean.</i>
WILLIAM P. J. PEETE, M.D., <i>Assistant to the Dean.</i>

Committee on Health Affairs

W. C. DAVISON, <i>James B. Duke Professor of Pediatrics, Dean of the School of Medicine and Chairman of the Committee on Health Affairs.</i>
ANN JACOBANSKY, <i>Professor of Nursing and Dean of the School of Nursing.</i>
ROSS PORTER, <i>Professor of Hospital Administration and Superintendent of Duke Hospital.</i>
E. W. BUSSE, <i>Professor of Psychiatry.</i>
BAYARD CARTER, <i>Professor of Obstetrics and Gynecology.</i>
LELIA R. CLARK, <i>Professor of Nursing Service.</i>
W. D. FORBUS, <i>Professor of Pathology.</i>
F. G. HALL, <i>Professor of Physiology and Pharmacology.</i>
PHILIP HANDLER, <i>Professor of Biochemistry.</i>
JEROME S. HARRIS, <i>Professor of Pediatrics.</i>
DERYL HART, <i>Professor of Surgery.</i>
J. E. MARKEE, <i>James B. Duke Professor of Anatomy.</i>
ELIZABETH MOSES, <i>Assistant Professor of Nursing.</i>
W. P. J. PEETE, <i>Assistant Professor of Surgery and Assistant to the Dean.</i>
K. E. PENROD, <i>Associate Professor of Physiology and Pharmacology and Assistant to the Dean.</i>
R. J. REEVES, <i>Professor of Radiology.</i>
D. T. SMITH, <i>James B. Duke Professor of Bacteriology.</i>
E. A. STEAD, JR., <i>Florence McAlister Professor of Medicine.</i>
Four other members of the faculty holding the rank of Assistant Professor or above, by alphabetical rotation.

* Died December 3, 1955.

1956

JANUARY	APRIL	JULY	OCTOBER
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School of Medicine Calendar

1956-1957

1956

January	3	Tuesday—Registration of students, and Winter Quarter begins.
February	4	Saturday—Anatomy for first-year students ends.
February	6	Monday—Biochemistry for first-year students begins.
March	17	Saturday—Winter Quarter ends.
March	26	Monday—Registration of students, and Spring Quarter begins.
April	2	Monday—Easter Monday: a holiday.
April	14	Saturday—Spring vacation for first-year students begins.
April	23	Monday—Spring vacation ends for first-year students.
June	4	Monday—Commencement Exercises.
June	9	Saturday—Spring Quarter ends.
July	2	Monday—Registration of students, and Summer Quarter begins.
July	4	Wednesday—Independence Day.
September	3	Monday—Labor Day: a holiday.
September	15	Saturday—Summer Quarter ends.
October	1	Monday—Registration of students and Autumn Quarter begins.
November	22	Thursday—Thanksgiving: a holiday.
December	11	Tuesday—Founder's Day.
December	15	Saturday—Autumn Quarter ends.

1957

January	7	Monday—Registration of students, and Winter Quarter begins.
February	9	Saturday—Anatomy for first-year students ends.
February	11	Monday—Biochemistry for first-year students begins.
March	23	Saturday—Winter Quarter ends.
April	1	Monday—Registration of students, and Spring Quarter begins.
April	13	Saturday—Spring vacation for first-year students begins.
April	22	Monday—Easter Monday: a holiday.
April	22	Monday—Spring vacation for first-year students ends.
June	3	Monday—Commencement Exercises.
June	15	Saturday—Spring Quarter ends.
July	4	Thursday—Independence Day: a holiday.
July	8	Monday—Registration of students, and Summer Quarter begins.
September	2	Monday—Labor Day: a holiday.
September	21	Saturday—Summer Quarter ends.
September	30	Monday—Registration of students, and Autumn Quarter begins.
November	28	Thursday—Thanksgiving: a holiday.
December	11	Wednesday—Founder's Day.
December	14	Saturday—Autumn Quarter ends.

General Information

Introduction

Duke University School of Medicine and Duke Hospital were established in 1930, through the munificent gift of the late James B. Duke. The School of Medicine and Hospital are located in the same building situated on the campus of Duke University. Both have been planned to insure the greatest correlation between the various departments. The students in the School of Medicine are accorded the same privileges and subject to the same laws and regulations as those of the other divisions in the University. Seventy-six students are admitted to the first year class each year and on October 3, 1955 three hundred and fourteen students were enrolled.

Aims of the School

Duke University School of Medicine, from its beginning in 1930, has maintained as its major objectives: (a) the cultivation and teaching of medicine on a strictly scientific basis; (b) the correlation of medical research with medical teaching at all levels of its teaching, and (c) the continuous search for and experimentation with new or improved methods of teaching scientific medicine. In order to attain these objectives, the School has been organized, its physical plant planned, and its administrative structure constituted so that there exists the closest possible academic and physical relationship between undergraduate and graduate work in the University and the School of Medicine, and also between the basic medical sciences and the clinical sciences within the School and its integrated teaching Hospital. The professional staff of the School is composed of two general categories, those with permanent appointment and unlimited tenure, and those with temporary appointment. The latter, the much larger group, is maintained on a highly fluid basis, which makes possible a high degree of selectivity in appointment for academic training and scientific research. The smaller group of permanent appointees has in every individual a background characterized by academic and scientific attainment. The professional, academic, and scientific environment created by the staff is thus such as to engender scientific inquiry and to encourage diligent pursuit of the medical sciences in all their relationships. The staff at all levels devotes its entire professional time to the activities of the School or Hospital.

Degrees

Doctor of Medicine. The degree of Doctor of Medicine is conferred on those who have completed, to the satisfaction of the Committee on Health Affairs, the twelve quarters of eleven weeks each of the curriculum of the School of Medicine, and have signed an agreement that they will spend at least two years of the succeeding three years in hospital or laboratory work acceptable to the Committee on Health Affairs. As a guarantee of this pledge the diploma is deposited in the Treasurer's office until after the completion of this training. At the time of graduation a temporary certificate is issued which must be returned prior to the delivery of the permanent diploma. Failure to fulfill this agreement constitutes a waiver of any claim to possession of the diploma and the degree Doctor of Medicine. At present one half of the required period of approved hospital or laboratory may be active duty in the Armed Forces or U. S. Public Health Service.

Bachelor of Science in Medicine. After the completion of six quarters in Duke University School of Medicine, Duke University, on the recommendation of the Committee on Health Affairs, grants the degree of Bachelor of Science in Medicine to medical students who have completed creditable investigative work, prepared an acceptable report of the investigation, and passed an examination upon the subject of investigation before an advisory committee. Students who elect to undertake work toward this degree must obtain written permission from the Committee on Health Affairs after approval of their program by the head of the department in which the work is to be done. No credit toward this degree is given for additional college work. All students in good standing are encouraged to undertake such investigative work as they may elect with the approval of the head of the department in which they wish to work. All requirements must be completed three months prior to the date on which the B.S. degree is granted.

Bachelor of Science in Medical Technology. A minimum of two years of approved college work is required for admission. The degree Bachelor of Science in Medical Technology is awarded upon successful completion of a twenty-one months' course. The registration fee which includes tuition, student health and diploma fee for the entire course, is \$300. Other student activity fees are optional. Further information as to specific requirements may be obtained from Dr. Haywood M. Taylor, Duke Hospital, Durham, North Carolina.

Master of Science and Doctor of Philosophy. Work leading to each of these degrees may be pursued in the preclinical departments. For further details concerning conditions under which these degrees are

awarded consult the Bulletin of the Graduate School of Arts and Sciences.

Student Government

Members of the student body elect an Honor Council, in which each class is represented. It is the duty of the Honor Council to hear all cases involving breaches of conduct on the part of members of the student body. All new students entering the School are required to comply with this system of government. The Council for 1955-56 is as follows:

Chairman: Richard Austin Steele

Secretary and Treasurer: James Burns Creighton, Jr.

Fourth Year Class: Elmer Andrew Deiss, Jr.

Daniel Erskine Carmichael

Marvin Carlyle Crenshaw, Jr.

Third Year Class: Lawrence Thompson Bowles

Sam E. Myrick, Jr.

Robert Norwood Ellington

Second Year Class: Luther Ernest Barnhardt, Jr.

Clayton Houston McCracken, Jr.

Edward Humes Laughlin

First Year Class: Richard Kurt Lindquist

John Henry Mulholland

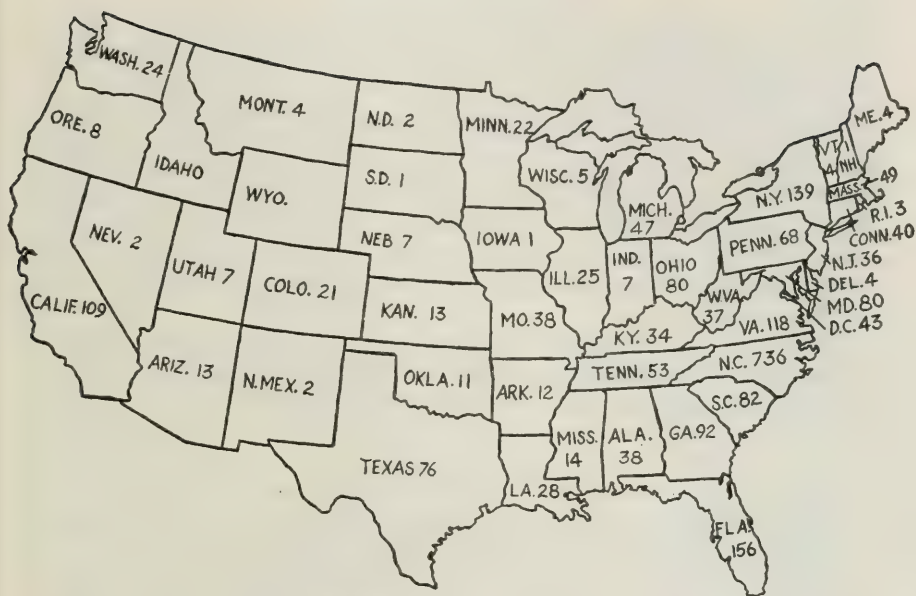
Andrew Grover Wallace

The Duke University Medical Alumni

The Duke University Medical Alumni now number more than two thousand members. Membership includes all graduates of the medical school (total through 1955—1,574), past and present faculty, all past and present house-officers of Duke Hospital (including the 1,012 who were not Duke graduates); making a grand total of 2,720. The present officers are: Charles W. Styron, '38, Raleigh, N. C., president; O. Norris Smith, former house-officer, Greensboro, N. C., vice-president; George Baylin, '37, Duke Hospital, treasurer; and Talmage Peele, '34, Duke Hospital, secretary.

A news letter is sent to all the members in January, April, July, and October of each year. Reunions are held every three years in Durham. Alumni groups are being formed in several states and plan to hold meetings at their state medical meetings.

Alumni luncheons or dinners are held during the following meetings: The American Medical Association; The Southern Medical Association; The North Carolina Medical Society; American Academy of Pediatrics.



The map shows states in which Duke doctors are located and the number in each state. Figures include those who received the M.D. degree from Duke and those who have served a year or more on the house staff.

Not shown are the 70 physicians serving in foreign countries* and 41 serving with the Armed Forces overseas. A total of 2,296 physicians are distributed among all of the United States except Idaho and Wyoming.

Living Accommodations

Housing facilities for men are provided in the Men's Graduate Center located near the Hospital. Rooms for women students are provided in Epworth Hall on the Woman's Campus located about $1\frac{1}{2}$ miles from the Hospital. Bus service is provided between campuses. Students are not required to live in the dormitory and rooms and apartments are available in the immediate proximity to the School of Medicine.

All dormitory rooms are occupied under the rules and regulations established by the University. Rooms may be reserved by new applicants only if they have been accepted officially for admission to the

* Canada, fifteen; England, nine; Colombia, four; Hawaii, four; Chile, Cuba, and Japan, three each; Manila, Mexico, Iceland, and India, two each; and one each in Alaska, Paraguay, Peru, Puerto Rico, Sweden, Switzerland, Ireland, Scotland, Venezuela, Afghanistan, Arabia, Brazil, Formosa, France, French Morocco, Greece, Iraq, Panama, and Gramboland, S. W. Africa.

School of Medicine and if they have paid a room deposit of \$25.00 to the Duke University Housing Bureau. The initial room reservation deposit is effective for the period of continuous attendance. It will be refunded within thirty days after graduation upon the request of the student. Upon the withdrawal of an accepted applicant or of an enrolled student prior to graduation the deposit is refundable provided the Housing Bureau is notified at least sixty days prior to the beginning of the term for which the room is reserved. Students already in residency may retain their rooms for the succeeding quarter by applying to the Duke University Housing Bureau for confirmation of the reservation.

Meals are available in the cafeteria of the Men's Graduate Center located one block from the School of Medicine. Within the Hospital sandwiches and drinks only are available to students.

Medical Care

ELBERT L. PERSONS, A.B., M.D., *Physician in Charge and Associate Professor of Medicine*, CAROLINE HELMICK, A.B., M.D., *Woman's Campus Physician*.

With exceptions noted below, full medical and surgical care is furnished to all regularly matriculated medical students of the University who have paid the quarterly General Fee. This service is under the direction of the Physician in Charge with the co-operation of the Staff of Duke Hospital. It includes hospitalization (limited to thirty days), medical and surgical care, drugs, dressings, x-ray studies, and ward but not special nursing. A charge for board is made at the same rate as in the University dining halls. Refraction of eyes and treatment of teeth and of all chronic and pre-existing conditions, such as diseased tonsils, hernia, elective surgery, chronic skin conditions, endocrine disturbances, etc., or accidents or illnesses occurring during vacations or while off the campus are not included in this service. The cost of any necessary braces and orthopaedic appliances, as well as of special nursing must be borne by the patient. If the student has insurance providing hospitalization, surgical, or medical benefits, the benefits shall be applied to the cost of his medical care.

Facilities

Duke Hospital. Duke Hospital, an integral part of Duke University School of Medicine, has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both ward and private, white and colored, whether they come from Durham or from a distance. It has 591 beds, including 30 bassinets for newborn infants, and 20 premature nursery bassinets. *Medicine*, including dermatology and neurology, has 77 ward beds; *surgery*, including

urology, otolaryngology, ophthalmology, and orthopaedics, 135 ward beds; *obstetrics*, including *gynecology*, 59, and 30 bassinets; *psychiatry*, 30; and *pediatrics*, 45. There are 225 private rooms and semiprivate cubicles, 12 air-conditioned operating rooms, 4 obstetric delivery rooms, and ward and student laboratories. Offices and examining rooms for members of the Medical Faculty are located in the Hospital. The Hospital has been approved for internships and residencies by the Council on Medical Education and Hospitals of the American Medical Association, and is approved by the Joint Commission on the Accreditation of Hospitals.

Duke Hospital and its Out-Patient Clinic were opened for patients on July 21, 1930. Through December 31, 1954, 526,452 individuals have been examined, diagnosed and treated. The average daily census of hospital patients during the past year was 440; 188,499 visits were made to the Out-Patient Clinics during the same period. Twenty-one per cent of the patients come from within a radius of twenty miles, the remaining 79 per cent come from the other 99 counties in North Carolina and 36 other states and 3 foreign countries. The average distance traveled by the patient is more than seventy miles.

The Private Diagnostic Clinic was organized to co-ordinate the diagnostic studies, and to give better care to the complicated problems arising in the examination of private patients. The Clinical Staff of Duke Hospital and School of Medicine forms the professional staff of this clinic, while the financial side is handled by a business manager. The offices and examining rooms are in Duke Hospital, and all of the laboratory and diagnostic facilities of the Hospital and School of Medicine are utilized by the Clinic.

Veterans Hospital. The Durham Veterans Administration Hospital is located within walking distance of the School of Medicine. This 485 bed general hospital was opened in April, 1953. Its full-time professional staff are all members of the faculty of Duke University School of Medicine and the house staff training at Veterans Hospital and Duke Hospital are closely integrated.

Library.

JUDITH FARRAR, A.B., B.S., *Librarian and Assistant Professor of Medical Literature.*
MILDRED PERKINS FARRAR, A.B., *Assistant Librarian.*

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—SIR WILLIAM OSLER.

In addition to the General Library of Duke University and the departmental libraries of biology, chemistry, physics, etc., which have 1,130,000 volumes available for medical students, Duke Hospital Library contains 54,216 volumes of American and foreign medical literature and subscribes to 675 current American and foreign

medical and other scientific journals. These books and journals are available daily from 8:30 A.M. to 10:30 P.M. for the students, nurses, staff, and medical profession.

GENERAL INFORMATION FOR APPLICANTS

Years of college work required for entrance	3
Resident tuition and fees for first year (\$300 per. qtr.)	\$900
Non-resident tuition and fees	\$900
Estimated cost of equipment (books, supplies, etc.) first year	\$235
Estimated minimum cost of room and board for first year	\$600
Amount of non-refundable application fee	\$5
May give early decision to applicant preferring this school but offered a place in another school	Yes
Medical College Admission Test required	Yes

1956-57 FIRST YEAR CLASS

STATISTICS FOR 1955-56 FIRST YEAR CLASS

Size of first year class	76	Number of applicants	695
File application for admission between	Aug. 15, 1955 Dec. 1, 1955	Percentage of entering 1st yr. class who had completed four years of college	66%
Applicant will be notified of action on his application between	Nov. 1, 1955 Feb. 15, 1956	Percentage of entering 1st yr. class interviewed	98%
Amount of deposit fee required on or after January 15, 1956, to hold place in class if applicant is accepted	\$50	Percentage of entering 1st yr. class for whom results of the Medical College Admission Test were available	93.5%
Date entering class starts program	Oct. 1, 1956	Percentage of applicants who were women	3%
Address inquiries to: Committee on Admissions Duke University School of Medicine Box 3710, Duke Hospital Durham, North Carolina		Percentage of women in the 1st yr. class	4%
		Number of out-of-state residents in 1st yr. class	52
		Number of foreign residents included in the item above	1

Admission

"I request that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—James B. Duke.

Intelligence, character and a transparent integrity are the essential qualifications for admission.

A premedical student should be aware of the importance of a well-rounded general education as a preparation for the study of medicine and not limit himself to scientific courses. Experience has shown that the medical student with a considerable science background enjoys no advantage over his classmates with less premedical science preparation. The Admissions Committee believes that of greater importance than the specific subjects taken is the manner in which the college load is carried. The premedical student would be better advised to secure a knowledge of the principles and a thorough appreciation of the interrelations of the basic sciences than to accumulate credits in many courses. He should learn how to work independently, to observe critically and to analyze rather than to simply store the information presented. Good study habits and efficacious use of time are perhaps the most important tools a student can bring to the study of medicine. His choice of studies beyond those required for admission should be governed by his own chief interests and by the intellectual stimulus to be derived from the work. In general he should avoid courses in subjects which are included in the medical curriculum.

Application for Admission

During the period August 15 to December 1 application forms may be obtained by writing to the Committee on Admission, Box 3710, Duke Hospital, Durham, North Carolina. A check or post office money order for \$5, payable to Duke University School of Medicine, must accompany each request for an application. Do not send request and fee before August 15th. This fee is not refundable. Due to the large number of applicants to all medical schools candidates are advised to apply to at least four schools. Special consideration will be given to those applicants who may receive an acceptance from another school, and be forced to secure that acceptance with a deposit before hearing from Duke but who prefer to come to Duke.

Requirements for Admission

1. A minimum of ninety semester hours of approved college credit is necessary for admission to the school. It must include:

- (1) Two years of English of which the second year should be chiefly composition and theme writing.
- (2) Two years of chemistry, the first inorganic and the second analytic and organic.
- (3) One year of college physics.
- (4) One year of biology.
- (5) One year of mathematics.

2. Medical College Admission Test. This test is required of all applicants. It is administered by the Educational Testing Service, P. O. Box 592, Princeton, New Jersey. This test is given at many of the colleges throughout the country in May and November of each year. Arrangements for taking this test should be made by the student through his premedical advisor.

Selection

Selection is made during the period October 1 through February 15 for the students entering the following October. The data on each candidate are carefully screened by the Committee on Admissions. When further evidence is indicated a personal interview is requested. If the distance from Durham is permissible the interview is conducted here. Where the distance is prohibitive the candidates are referred to our regional representatives. Many factors are evaluated by the Committee in the selection process. In the end those students are admitted who show the most promise for exceptional future practice of medicine. The candidate is notified as soon as possible whether or not he has been accepted. If he has been accepted it is necessary to send a deposit of \$50.00 by the succeeding January 15 in order to insure enrollment. This deposit is applied toward tuition. Inasmuch as admission must be offered a considerable period in advance of matriculation the admission must be provisional upon the successful completion of the remaining college work. In addition a physical examination is necessary prior to enrollment.

Advanced Standing

Applications for transfer into the second and third year classes will be considered only if space permits. No applications for entrance to the fourth year will be considered. For entrance to the third year, Part I of the National Board Examination will be required as evidence of satisfactory accomplishment in the subjects of the first two years.

Regional Representatives of the Committee on Admission

Birmingham, Alabama	M. Y. DABNEY
Los Angeles, California	JEREMIAH W. KERNER
Pasadena, California	ROBERT H. PUDENZ
San Francisco, California	EMILE F. HOLMAN
San Francisco, California	CHARLES H. DANFORTH
Montreal, Canada	WILDER PENFIELD
Denver, Colorado	F. VERNON ALTVATER
New Haven, Connecticut	ALLEN K. POOLE
Jacksonville, Florida	EDWARD JELKS
Lakeland, Florida	CHARLES LARSEN, JR.
Tampa, Florida	RICHARD G. CONNAR
Atlanta, Georgia	JAMES E. PAULLIN
Atlanta, Georgia	E. B. DUNLAP, JR.
Savannah, Georgia	VICTOR H. BASSETT
Chicago, Illinois	GEORGE H. GARDNER
Iowa City, Iowa	ARTHUR L. BENTON
Iowa City, Iowa	PHILIP C. JEANS
Kansas City, Kansas	RALPH H. MAJOR
Wichita, Kansas	THOMAS JAGER
Louisville, Kentucky	MALCOLM D. THOMPSON
Louisville, Kentucky	S. I. KORNHAUSER
New Orleans, Louisiana	PHILIP H. JONES, JR.
Baltimore, Maryland	CHARLES E. LEACH
Baltimore, Maryland	JOHN T. KING, JR.
Boston, Massachusetts	JAMES H. CURRENS
Port Huron, Michigan	WILLIAM T. DAVISON
Rochester, Minnesota	W. H. HOLLINSHEAD
St. Louis, Missouri	DORIS SURLS WOOLSEY
Butte, Montana	CAROLINE MCGILL
New York, New York	LAWRENCE S. KUBIE
New York, New York	BERTRAM J. SANGER
Rochester, New York	WILLIAM S. MCCANN
Syracuse, New York	PHILIP P. ARMSTRONG
Cleveland, Ohio	B. S. KLINE
Columbus, Ohio	CHARLES A. DOAN
Dayton, Ohio	R. L. JOHNSTON
Toledo, Ohio	JOHN L. STIFEL
Oklahoma City, Oklahoma	WILLIAM M. TAYLOR
Tulsa, Oklahoma	JAMES W. KELLY
Portland, Oregon	RICHARD R. CARTER
Portland, Oregon	KARL H. MARTZLOFF
Johnstown, Pennsylvania	W. FREDERIC MAYER
Palmerton, Pennsylvania	R. P. BATCHELOR
Pittsburgh, Pennsylvania	DAVENPORT HOOKER
Scranton, Pennsylvania	GEORGE A. CLARK
Providence, Rhode Island	MARSHALL N. FULTON
Charleston, South Carolina	EDWARD F. PARKER
Charleston, South Carolina	J. I. WARING
Columbia, South Carolina	BEN N. MILLER
Columbia, South Carolina	WILLIAM WESTON
Columbia, South Carolina	JAMES H. GIBBES
Greenville, South Carolina	RAYMOND C. RAMAGE
Chattanooga, Tennessee	RICHARD VAN FLETCHER
Memphis, Tennessee	RAPHAEL E. SEMMES
Nashville, Tennessee	SAM L. CLARK
Sewanee, Tennessee	HENRY T. KIRBY-SMITH

Dallas, Texas.....	A. JAMES GILL
Galveston, Texas.....	A. E. HANSEN
Houston, Texas.....	H. GRANT TAYLOR
San Antonio, Texas.....	P. I. NIXON
Salt Lake City, Utah.....	THOMAS RAY BROADBENT
Charlottesville, Virginia.....	HENRY B. MULHOLLAND
Seattle, Washington.....	WILLIAM A. MACCOLL
Huntington, West Virginia.....	R. M. WYLIE
Madison, Wisconsin.....	WALTER E. SULLIVAN

Curriculum

The first year is divided into two parts, each comprising one and one-half quarters. The next three years function on a quarter basis. No work is offered during the summer between the first and second years but the work of the last six quarters is offered each quarter permitting an optional accelerated program. In this manner, a student may take his summers off and complete the medical curriculum in the conventional four calendar years or he may take work during the summers between the second and third and/or third and fourth years and complete the medical curriculum in December or March of the fourth year. Approximately three-fourths of our students elect the accelerated program and many complete the required course work in December and begin internships on January 1, thereby saving six months. Graduation exercises are held only in June of each year so those who finish in December or March are issued certificates but the degree is granted at the following June commencement.

Every effort is made to emphasize the close relationship of pre-clinical and clinical instruction. Some members of the clinical staff assist in the teaching of preclinical subjects and demonstrate to the students of the first two years patients whose conditions illustrate the subjects being taught. Thus, from the student's first days, he is impressed with the interdependence of all branches of medical science. In the junior and senior years, preclinical instructors assist the clinical staff in presenting the underlying basis of disease.

An opportunity is offered in the curriculum for elective work. No credits are given, but opportunity is provided for each student on his own initiative to obtain additional training which he may feel to be necessary or desirable. Elective courses have been organized for small groups, or the time may be utilized in independent work (including research) in any department, clinical or preclinical. Arrangements for taking such courses or doing other work are made through the Curriculum Committee.

Students are encouraged to take a portion of their medical school work at other schools. Permission must be obtained in advance from the Committee on Health Affairs and the full tuition at Duke must be paid for that quarter. If the charges at the school where the work is taken are less than those at Duke they will be paid by Duke and if more the difference must be made up by the student. At the completion of the work in another school an examination in the subject will be conducted by the department at this medical school.

Promotion

Promotion committees composed of the heads of the departments offering instruction in those years periodically review the records of students. The Committee on Health Affairs, acting on recommendations of the promotion committees promote those qualified, warn those whose work is unsatisfactory, place on probation those whose work is very unsatisfactory and request the resignation of those considered unpromising candidates for the degree Doctor of Medicine. A student wishing to appeal this decision may do so to the Chairman of the Committee on Health Affairs within two weeks of his notification.

The Committee on Health Affairs reserves the right to require the withdrawal of any student at any time when, in the opinion of the majority of its members, he is unfit to continue his course.

Financial Information

Fees and Expenses

Listed below is a table of the approximate expenses per quarter of registration in the School of Medicine. These figures represent the average among the men, women, married and single medical students during the academic year 1953-1954.

ESTIMATED EXPENSES PER QUARTER

Tuition and fees, per quarter.....	\$307.50
Board	160.00
Room	90.00
Books	54.00
Laundry	38.00
Insurance, instruments and incidentals*.....	84.00
	\$733.50

All fees for each quarter are due and payable at the beginning of each quarter (including the first year). A fine of \$5.00 is charged for late registration after the first 5 days of the quarter. No credit will be given for any quarter in which the tuition has not been paid whether the work has been done here or elsewhere. Students who have been permitted by the Curriculum Committee to spend a quarter at another medical school or hospital may subtract the amount of tuition paid elsewhere from that due here for that quarter.

It is not advisable for a student to attempt outside work to defray his expenses during the academic year. The curriculum is so crowded that the results usually are disastrous to his health and academic standing. A few students in the upper classes successfully carry out small part-time jobs, but this must not be relied upon for income.

Although the cost of a medical education may appear high it is noteworthy that twenty percent of the currently enrolled student body come from families having a gross income under \$5,000.00; sixty percent from families with a gross income under \$10,000.00. No scholarships are available at the present time but adequate loan funds for tuition are provided by the University.

* Microscope, sphygmomanometer, ophthalmoscope, otoscope and other equipment, which are required of each student and which must conform to rigid standards, may be obtained on a rental basis from the University.

Angier B. Duke Memorial and Other Loan Funds

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the University a loan fund for students. In addition, the loan fund of the W. K. Kellogg Foundation is available for students who are not financially able to meet their expenses. Medical students, after their third quarter, may apply for tuition loans from these sources. No University scholarships are awarded in the School of Medicine. The loan funds are administered in accordance with the following regulations:

1. No loan will be made to a student who violates any of the regulations of the University or who is not doing outstanding classwork.
2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.
3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money will be advanced before a note with approved security is in the hands of the Treasurer of the University.

Frederic M. Hanes Fellowships

Any Duke medical student after his first year is eligible for a leave of absence and a Fellowship of \$150 per month for full-time research work at Duke with special emphasis in a preclinical subject. These Fellowships will be granted on the recommendation of the Committee on Health Affairs for a period of six months, but may be renewed. Information may be obtained from Dr. W. D. Forbus.

Awards to Medical Students and Interns

(Information may be obtained from the Dean's Office)

Borden Undergraduate Research Award in Medicine

An award of \$500 may be given to the Duke Senior who, in the opinion of the Committee on Health Affairs has performed the best research work during his or her entire medical course, including that done during the preclinical years, and thesis for the B.S. degree in Medicine. *Applicants should submit their papers, articles or reprints to the Dean at least three months prior to expected date of graduation.*

Trent Prize in the History of Medicine

An annual award of fifty dollars for the best original and publishable essay on any topic in the history of medicine or its allied sciences by a Duke medical student or house-officer has been established by Mrs. Mary Trent Semans in memory of the late Dr. Josiah C. Trent, who had been Assistant Professor of Surgery in Charge of Thoracic Surgery at Duke, and who had greatly increased the interest of the staff and students in medical history. Essays should be submitted to Dr. Joseph E. Markee, the Chairman of the Trent Award Committee, by April 1 of the year in which they are to be considered.

The J. C. Trent Medical History Society, open to all Duke medical students and house officers, meets the second Tuesday of each month, either for informal discussions among its members or for a guest lecture, to which the public is welcomed. The Society also sponsors the *J. C. Trent Memorial Lecture*, established by Mrs. Mary Trent Semans.

Mosby Awards

A text or reference book from the C. V. Mosby catalog may be selected by each of the five best seniors.

Merck Award

Merck and Company donates complimentary copies of *The Merck Manual* to two outstanding seniors.

North Carolina State Loans

The State of North Carolina has established a student loan fund for the purpose of aiding worthy students who need assistance in financing their professional education and who agree to practice their profession in a North Carolina rural area or small town of less than 2500 population for a period of at least four years upon the completion of their professional training. To be eligible a student must have been a resident of North Carolina for the past eight years. The maximum loan to a medical student shall be \$1200.00 per academic year or a maximum of \$4800.00 for a four year period. The student who receives a loan must immediately following completion of the four year medical course take a rotating internship of one year and if approved by the Medical Care Commission he will have the option of continuing the internship through a second year. Detailed information can be obtained from the North Carolina Medical Care Commission, Post Office Box 1880, Raleigh, North Carolina.

Departments of Instruction

Anatomy

JOSEPH E. MARKEF, Ph.D. (Chicago, 1929), *James B. Duke Professor of Anatomy and Chairman of the Department.*

JOHN W. EVERETT, Ph.D. (Yale, 1932), *Professor of Anatomy.*

DUNCAN C. HETHERINGTON, Ph.D., M.D. (Illinois, 1922; Johns Hopkins, 1926), *Professor of Anatomy.*

R. FREDERICK BECKER, Ph.D. (Northwestern, 1940), *Associate Professor of Anatomy,*

KENNETH L. DUKE, Ph.D. (Duke, 1940), *Associate Professor of Anatomy.*

TALMAGE L. PEELE, M.D. (Duke, 1934), *Associate Professor of Anatomy and Assistant Professor of Medicine.*

GEORGE J. BAYLIN, M.D. (Duke, 1937), *Associate in Anatomy and Professor of Radiology.*

JEROME A. GRUNT, Ph.D. (Kansas, 1952), *Instructor in Anatomy.*

WILLIAM H. KNISELY, Ph.D. (South Carolina, 1954), *Instructor in Anatomy.*

SAM A. AGNELLO, A.B. (Duke, 1939), *Technical Instructor in Anatomy.*

The required courses of instruction in gross human anatomy, histology, and neurology are scheduled for five and one-half days a week for a period of sixteen weeks during the first year. Emphasis is placed upon the study of material in the laboratory. In an attempt to utilize more fully the laboratory time, visual educational methods are employed as fully as possible. These techniques consist of colored motion pictures of demonstration dissections, colored lantern slides, and motion pictures, both embryological and neurological. All of the instruction is designed to be as informal and as nearly individual as possible. General principles and the functional viewpoint of living anatomy are stressed in the hope that the student may be stimulated to secure a working knowledge of anatomy in the broadest sense. Whenever possible, fresh tissues and living cells are made available for examination, and clinical cases exemplifying anatomical principles are studied whenever they are available at appropriate times. Through the co-operation of the Department of Radiology, the students are given an opportunity to study portions of the living human body as revealed by the fluoroscope and roentgenograph. The following elective courses are offered:

Demonstrations in Anatomy. Using dissections already prepared, weekly demonstrations of selected regions or systems are made by the members of the group. Sixth quarter—Two hours per week by arrangement. Second-year students in groups of 10.

Review in Anatomy. During the sixth quarter, a review in anat-

omy will be presented by the visual education methods outlined above, covering gross and neuro-anatomy, and histology.

Special Neuro-anatomy. Laboratory work and conferences upon selected portions of the human central nervous system. Limited to 6 junior or senior students. Two hours weekly by arrangement.

Brain modeling. Free-hand reconstruction in clay, from gross and sectioned material, of the chief tracts and nuclei of the human brain stem. By arrangement—4 to 10 students.

Experimental Neurology. An operative and laboratory study of the effect of various lesions upon the central and peripheral portions of the nervous system. 4 to 8 junior and senior students by arrangement. Prerequisite—operative surgery.

Advanced Studies in Anatomy. These may be arranged at any time under the direction of the various members of the staff.

Review for Orthopaedic Anatomy. A one hour weekly review of the anatomy related to orthopaedic surgery.

Review for Surgical Anatomy. A one hour weekly review of the anatomy related to general surgery.

Biochemistry

PHILIP HANDLER, Ph.D. (Illinois, 1939), *Professor of Biochemistry and Nutrition and Chairman of the Department.*

MARY L. C. BERNHEIM, Ph.D. (Cambridge, 1928), *Associate Professor of Biochemistry.*

JEROME S. HARRIS, M.D. (Harvard, 1933), *Associate Professor of Biochemistry and Professor of Pediatrics.*

*SEYMOUR KORKES, M.D. (N. Y. U., 1945), *Associate Professor of Biochemistry.*

GEORGE W. SCHWERT, Ph.D. (Minnesota, 1943), *Associate Professor of Biochemistry.*

HAYWOOD M. TAYLOR, Ph.D. (North Carolina, 1924), *Associate Professor of Biochemistry and Professor of Toxicology.*

HENRY KAMIN, Ph.D. (Duke, 1948), *Assistant Professor of Biochemistry and Principal Scientist at the Durham Veterans Administration Hospital.*

WILLIAM P. DEISS, JR., M.D. (Illinois, 1945), *Assistant Professor of Biochemistry and Medicine, Physician at Durham Veterans Administration Hospital.*

WILLIAM L. BYRNE, Ph.D. (Wisconsin, 1953), *Associate in Biochemistry.*

LEO B. DANIELS, *Technical Associate in Biochemistry.*

FELLOWS

IRWIN FRIDOVICH, Ph.D. (Duke, 1955), *U. S. Public Health Service Fellow in Biochemistry.*

PHILIP M. KHAIRALLAH, M.D. (Columbia, 1949), *American Heart Association Fellow in Biochemistry.*

DANIEL S. BERNSTEIN, M.D. (Johns Hopkins, 1953), *U. S. Public Health Service Postdoctoral Fellow in Biochemistry.*

FRANCIS C. NEUHAUS, B.S. (Duke, 1954), *University Fellow in Biochemistry.*

JACK PREISS, B.S. (College of the City of New York, 1953), *U. S. Public Health Service Fellow in Biochemistry.*

THEODORE ROSETT, Ph.D. (London, 1955), *Research Fellow in Biochemistry.*

* Deceased; December 10, 1955.

MARGARET SCHWERT, Ph.D. (Minnesota, 1950) , *Research Fellow in Biochemistry.*

JACK D. KLINGMAN, M.S. (Medical College of Virginia, 1953) , *U. S. Public Health Service Fellow in Biochemistry.*

ASSISTANTS

GEORGE D. DUDA, B.S. (College of the City of New York, 1951) , *Research Assistant in Biochemistry.*

ALEXANDER EICHHOLZ, B.A. (Blackburn College, 1954) , *Research Assistant in Biochemistry.*

WALTER R. FARKAS, B.S. (College of the City of New York, 1955) , *Research Assistant in Biochemistry.*

WILLIAM B. NOVOA, B.S. (Florida, 1955) , *Research Assistant in Biochemistry.*

CARL ROTHSCHILD, B.S. (College of the City of New York, 1952) , *Research Assistant in Biochemistry.*

ALFRED D. WINER, M.S. (Purdue, 1948) , *Research Assistant in Biochemistry.*

The required course in biochemistry for first-year students is given over a period of sixteen weeks in the spring semester. The first phase is devoted to a survey of the chemistry of the materials fundamental to all life, proteins, fats and carbohydrates and the nature of enzymatic action. This is followed by consideration of those events in intermediary metabolism common to the life of all mammalian cells. Thereafter, the course in biochemistry is integrated with that in physiology. The special metabolism of muscle, nerve, the eye, the kidney, bone, connective tissue and the chemical aspects of digestion, respiration, electrolyte, acid-base and fluid balance are presented at such times with relation to the study of the physiology of these organs and processes as to facilitate integration and correlation of the two disciplines. The final phase of the program is a consideration of human nutrition. Throughout the course, the student performs laboratory experiments designed to illustrate and amplify concepts considered in lectures and conferences.

Since the success of the students in this course is largely determined by the adequacy and ready availability of their premedical training, it is urged that all students review the fundamental laws, theories, and facts of chemistry before the beginning of the course. A circular outlining the topics requiring special attention is sent to all students upon admission. Additional copies of the circular may be obtained from the Dean's Office.

Biochemical Research. The facilities of the department, including various types of research equipment and the clinical material of the blood chemistry laboratory, are available to properly qualified students for independent or supervised investigations. Chemical investigations of problems in biochemistry or in conjunction with the clinical and pathological departments may be carried on.

Chemistry of Proteins and Enzymes. A two-hour seminar is given weekly throughout the Autumn, Winter and Spring Quarters in alternate years.

Intermediary Metabolism. A two-hour lecture course and seminar conducted during Autumn, Winter and Spring Quarters. Given alternately with *Seminar in Nutrition*.

Advanced Seminar in Nutrition. A two-hour lecture and seminar course in modern nutritional concepts. Given alternately with *Intermediary Metabolism* during Autumn Quarter.

Biochemistry of Disease. A seminar course meeting once weekly to discuss etiology and pathogenesis of metabolic diseases from the biochemical viewpoint. Given in alternate years in the Spring Quarter.

Medicine

EUGENE ANSON STEAD, JR., M.D. (Emory, 1932), *Florence McAlister Professor of Medicine and Chairman of the Department.*

J. LAMAR CALLAWAY, M.D. (Duke, 1932), *Professor of Dermatology and Syphilology.*

OSCAR C. E. HANSEN-PRÜSS, M.D. (Johns Hopkins, 1924), *Professor of Medicine.*

WALTER KEMPNER, M.D. (Heidelberg, 1927), *Professor of Medicine.*

E. CHARLES KUNKLE, M.D. (Cornell, 1939), *Professor of Neurology.*

WILLIAM M. NICHOLSON, M.D. (Johns Hopkins, 1931), *Professor of Medicine, in charge of Postgraduate Education and Diseases of Metabolism.*

EDWARD S. ORGAIN, M.D. (Virginia, 1930), *Professor of Medicine.*

WILLIAM B. TUCKER, M.D. (Univ. of Chicago, 1934), *Professor of Medicine and Chief, Medical Service, Durham VA Hospital.*

JAMES V. WARREN, M.D. (Harvard, 1939), *Professor of Medicine.*

FRANK L. ENGEL, M.D. (Johns Hopkins, 1938), *Associate Professor of Medicine and Assistant Professor of Physiology.*

JAMES P. HENDRIX, M.D. (Pennsylvania, 1930), *Associate Professor of Medicine and Therapeutics.*

ALBERT HEYMAN, M.D. (Maryland, 1940), *Associate Professor of Medicine.*

JOHN B. HICKAM, M.D. (Harvard, 1940), *Associate Professor of Medicine.*

SAMUEL P. MARTIN, M.D., (Washington, 1941), *Associate Professor of Medicine and Assistant Professor of Bacteriology.*

ELIJAH E. MENESEE, JR., M.D. (Duke, 1936), *Associate Professor of Medicine.*

ELBERT L. PERSONS, M.D. (Harvard, 1927), *Associate Professor of Medicine, Director of Student Health, and Associate Professor of Preventive Medicine and Public Health.*

R. WAYNE RUNDLES, Ph.D., M.D. (Duke, 1940), *Associate Professor of Medicine.*

DAVID T. SMITH, M.D. (Johns Hopkins, 1922), *Associate Professor of Medicine, and Professor of Bacteriology and Chairman of the Department.*

WILLIAM P. DEISS, M.D. (Illinois, 1945), *Assistant Professor of Medicine.*

GRACE P. KERBY, M.D. (Duke, 1946), *Assistant Professor of Medicine.*

TALMAGE L. PEELE, M.D. (Duke, 1934), *Assistant Professor of Medicine and Associate Professor of Anatomy.*

ERNST PESCHEL, M.D. (Berlin, 1930), *Assistant Professor of Medicine.*

JOHN B. PFEIFFER, M.D. (Cornell, 1942), *Assistant Professor of Medicine.*

ALBERT E. PUGH, M.D. (Kansas, 1941), *Assistant Professor of Medicine.*

MORTON BOGDONOFF, M.D. (Cornell, 1948), *Associate in Medicine.*

EVELYN COONRAD, M.D. (Duke, 1948), *Associate in Medicine.*

MACDONALD DICK, M.D. (Johns Hopkins, 1928), *Associate in Medicine, and Assistant Professor of Physiology and Pharmacology.*

- E. HARVEY ESTES, M.D. (Emory, 1947), *Associate in Medicine*.
WILLIAM S. LYNN, M.D. (Columbia, 1946), *Associate in Medicine*.
HENRY D. MCINTOSH, M.D. (Pennsylvania, 1950), *Associate in Medicine*.
HARRY T. MCPHERSON, M.D. (Duke, 1948), *Associate in Medicine*.
BARBARA NEWBORG, M.D. (Johns Hopkins, 1949), *Associate in Medicine*.
HERBERT O. SIEKER, M.D. (Washington, 1948), *Associate in Medicine*.
CHARLES W. STYRON, M.D. (Duke, 1938), *Associate in Medicine*.
MALCOLM P. TYOR, M.D. (Duke, 1946), *Associate in Medicine*.
GEORGE E. KOURY, M.D. (Tulane, 1944), *Assistant in Medicine*.
SIDNEY OLANSKY, M.D. (Glasgow, Scotland, 1940), *Research Assistant in Dermatology and Syphilology*.
RUTH L. PESCHEL, M.D. (Berlin, 1931), *Research Assistant in Medicine*.
CLOTILDE SCHLAYER, Ph.D. (Heidelberg, 1927), *Research Assistant in Medicine*.
THOMAS SUITER, M.D. (Duke, 1946), *Voluntary Assistant in Medicine*.
JOHN W. ALLGOOD, M.D. (Emory, 1938), *Instructor in Medicine*.
THOMAS AMATRUDA, M.D. (Yale, 1951), *Instructor in Medicine*.
SHERWOOD W. BAREFOOT, M.D. (Duke, 1938), *Instructor in Dermatology and Syphilology*.
WOODROW BATTEN, M.D. (Bowman Gray, 1944), *Instructor in Medicine*.
SPENCER BREWER, M.D. (Duke, 1952), *Instructor in Medicine*.
PAUL C. CAMPBELL, M.D. (Buffalo, 1936), *Instructor in Dermatology and Syphilology*.
ALBERT D. COOPER, M.D. (George Washington, 1932), *Instructor in Medicine*.
GEORGE W. CRANE, M.D. (Northwestern, 1946), *Instructor in Dermatology and Syphilology*.
GEORGE DONNELLY, M.D. (Sydney, Australia, 1951), *Instructor in Medicine*.
SAMUEL L. ELFMON, M.D. (Med. Coll. of Va., 1935), *Instructor in Medicine*.
WALTER C. FITZGERALD, M.D. (Virginia, 1943), *Instructor in Dermatology and Syphilology*.
JAMES E. GIBBONS, M.D. (Queens, Ontario, 1950), *Instructor in Medicine*.
S. FRANK HORNE, M.D. (Duke, 1942), *Instructor in Dermatology and Syphilology*.
JACQUELINE HYMAN, M.D. (Leyden, Netherlands, 1949), *Instructor in Medicine*.
H. LEROY IZLAR, M.D. (Duke, 1946), *Instructor in Medicine*.
ANDREW JAMISON, M.D. (South Carolina, 1937), *Instructor in Medicine*.
DAVID JOHNSTON, M.D. (Duke, 1951), *Instructor in Medicine*.
IVAN C. KEEVER, M.D. (Western Reserve, 1952), *Instructor in Medicine*.
EMMETT S. LUPTON, M.D. (N. Y. U., 1938), *Instructor in Dermatology and Syphilology*.
JOSEPH MCCrackEN, M.D. (Duke, 1937), *Instructor in Medicine*.
EARL S. MOYER, M.D. (Jefferson, 1948), *Instructor in Medicine*.
COLIN A. MUNROE, M.D. (Duke, 1939), *Instructor in Medicine*.
SUYDAM OSTERHOUT, M.D. (Duke, 1949), *Instructor in Medicine*.
PAUL RICHARDSON, M.D. (Maryland, 1950), *Instructor in Medicine*.
JACK ROBBINS, M.D. (Duke, 1948), *Instructor in Dermatology and Syphilology*.
WILLIAM V. SINGLETARY, M.D. (Duke, 1943), *Instructor in Medicine*.
J. GRAHAM SMITH, M.D. (Duke, 1951), *Instructor in Dermatology and Syphilology*.
MARCUS SOHMER, M.D. (Bowman Gray, 1952), *Instructor in Medicine*.
BERNARD A. WANSKER, M.D. (Duke, 1952), *Instructor in Dermatology and Syphilology*.
KENNETH D. WEEKS, M.D. (Duke, 1939), *Instructor in Medicine*.
JOHN W. WILSON, M.D. (Duke, 1949), *Instructor in Medicine*.

ALEXANDER H. WOODS, M.D. (Johns Hopkins, 1952), *Instructor in Medicine*.
PRESTON W. SMITH, *Technical Associate in Clinical Microscopy*.

FELLOWS

STUART O. BONDURANT, M.D. (Duke, 1953).
HUGO GARCIA (URTUBIA), M.D. (Chile, Santiago, 1949).
HERBERT KARP, M.D. (Emory, 1951).
WILLIAM KNISELY, Ph.D. (South Carolina, 1954). (Teaching Fellow.)
WALTER LUSK, M.D. (Emory, 1950).
A. DONALD MERRITT, M.D. (George Washington, 1952).
JOHN OWEN, M.D. (Univ. of Virginia, 1948).
ALFREDO SARAVIA, M.D. (San Carlos, Guatemala, 1952).
JOHN M. WALLACE, M.D. (Washington, 1950).
ARNOLD WEISSLER, M.D. (N. Y. State Univ., 1953).
JEFFERSON EARL WHITE, M.D. (Emory, 1952).

ASSISTANT RESIDENTS

ROBERT CRESS, M.D. (Vanderbilt, 1953).
GEORGE ELSASSER, M.D. (Med. Coll. of Virginia, 1948).
JOE B. HALL, M.D. (Washington, 1948).
HENRY C. JOHNSON, M.D. (Emory, 1951).
H. VICTOR MURDAUGH, M.D. (Duke, 1950).
CLARK G. REED, M.D. (Duke, 1951).
PAUL W. SEAVEY, M.D. (Emory, 1953).
L. MYRL SPIVEY, M.D. (Emory, 1951).
BRONSON R. ALEXANDER, M.D. (Oklahoma, 1955).
JOHN C. AYERS, M.D. (Duke, 1953).
JOHN A. BARRETT, M.D. (Duke, 1953).
RICHARD BIRCHFIELD, M.D. (Univ. of Washington, 1953).
EUGENE M. EVANS, M.D. (Duke, 1953).
JOHN R. GILL, M.D. (Virginia, 1954).
THOMAS E. HAIR, M.D. (Duke, 1954).
ROSCOE R. ROBINSON, M.D. (Oklahoma, 1954).
JOSEPH C. ROSS, M.D. (Vanderbilt, 1954).
DONALD L. RUCKNAGEL, M.D. (Washington, 1954).
WILLIAM SHAPIRO, M.D. (Duke, 1954).
ALLEN D. SMITH, M.D. (Georgia, 1937).
W. KYLE SMITH, M.D. (Virginia, 1953).
GEORGE T. TINDALL, M.D. (Johns Hopkins, 1952).
JAMES R. WARBASE, M.D. (Harvard, 1954).
JAMES O. WYNN, M.D. (Cornell, 1951).

INTERNS

GERALD L. ALEXANDER, M.D. (Duke, 1955).
DAVID J. BECKER, M.D. (Harvard, 1955).
NORMAN H. BELL, M.D. (Duke, 1955).
PAUL C. BENNETT, M.D. (Duke, 1955).
HERBERT A. BURKE, M.D. (Vanderbilt, 1955).
BARTON CARL, M.D. (Oklahoma, 1955).
JOSEPH J. COMBS, JR., M.D. (Duke, 1955).
ARTHUR K. DAVID, M.D. (Duke, 1955).

C. RICHARD GILL, M.D. (George Washington, 1955).
TOM W. GORE, M.D. (Duke, 1955).
GORDON H. IRA, M.D. (Duke, 1955).
CYRUS C. JOHNSTON, M.D. (Duke, 1955).
HERBERT KAPLAN, M.D. (Albany, 1955).
ROBERT F. KLEIN, M.D. (Alabama, 1955).
MARTIN E. LIEBLING, M.D. (Washington, 1955).
BEN W. MCCALL, M.D. (Duke, 1955).
CHARLES W. MARKHAM, M.D. (Washington, 1955).
RICHARD A. MARSHALL, M.D. (Oklahoma, 1955).
ROBERT K. MYLES, M.D. (Stanford, 1955).
ROBERT G. PEELER, M.D. (Johns Hopkins, 1955).
DONALD E. SAUNDERS, M.D. (Duke, 1955).
ROBERT H. SAXTON, M.D. (Western Reserve, 1955).
PALMER SHELburnE, M.D. (North Carolina, 1955).
ANDREW S. TEGERIS, M.D. (Med. Coll. of Virginia, 1955).

Introduction to Clinical Medicine and Physical Diagnosis. This course is initiated, in the fifth quarter, by introductory lectures, case discussions, and instruction in the methods of physical examination and history taking. Early in the course students begin work at the bedside in the examination of selected patients. Emphasis throughout is placed on instruction individually or in small groups. The interpretation and pathogenesis of all abnormal findings are stressed. The division of Neurology and Department of Psychiatry provide training in neurological and mental examinations. This plan of teaching continues in the sixth quarter, when, in addition, instruction in the more specialized methods of examination is provided through the co-operation of the Departments of Surgery, Obstetrics, Gynecology, and Radiology.

Clinical Microscopy is given in the fifth quarter. The course includes the essentials of hematology and the examination of fresh material, such as urine, stools, spinal fluids, sputum, transudates, and exudates. The most important parasites of man are studied by the use of fresh and museum material. Second-year and senior students are given opportunities for special work and for investigation. This course is supplemented in the Junior and Senior years by Hematology Conferences, which are held weekly, and Ward Rounds, which are held three times weekly.

Cutaneous Medicine and Syphilology. Instruction consisting of lectures, seminars, the study and treatment of patients in the out-patient clinics, and on the wards is offered as an elective course.

Junior and Senior Medicine. The medical students are assigned to the medical wards as clinical clerks for three-quarters of their time and, for the other part of their time, to the medical outpatient department where they examine patients.

Microbiology

- DAVID T. SMITH, M.D. (Johns Hopkins, 1922), *James B. Duke Professor of Bacteriology, Chairman of the Department and Associate Professor of Medicine.*
- NORMAN F. CONANT, Ph.D. (Harvard, 1933), *Professor of Mycology and Associate Professor of Bacteriology.*
- JOSEPH W. BEARD, M.D. (Vanderbilt, 1929), *Associate Professor of Virology and Professor of Surgery.*
- SAMUEL P. MARTIN, M.D. (Washington, 1941), *Assistant Professor of Bacteriology and Associate Professor of Medicine.*
- HILDA POPE, Ph.D. (Duke, 1949), *Associate Professor of Bacteriology.*
- MARY A. POSTON, A.M. (Duke, 1939), *Associate in Bacteriology.*
- H. W. CRAIG, *Technical Associate in Serology.*

Bacteriology, Immunology, and Mycology. The required course is given in the fourth quarter. An intensive study is made of the common bacteria, fungi, and viruses which cause disease in man. The scope of the laboratory course is reasonably wide and acquaints the student with all the methods and procedures employed in bacteriological laboratories. Most of the lecture time is devoted to the immunological and epidemiological aspects of infection. The instruction is designed to give the students a clear conception of: (1) how organisms gain entrance to the body, (2) the type of poisons which they produce, (3) the nature of immune bodies which are produced by the host, and (4) the methods of preventing the disease by active and passive immunization.

Research Bacteriology. Opportunities for original investigations are afforded a few specially qualified students.

Clinical Bacteriology. During their clinical clerkships on medicine (one quarter each for junior and senior classes), the students may perform the routine and special bacteriological work for the patients assigned to them on the teaching service, under the direction of the Department of Bacteriology and in parallel with the Biological Division of the medical clinic.

Obstetrics and Gynecology

- FRANCIS BAYARD CARTER, M.D. (Johns Hopkins, 1925), *Professor of Obstetrics and Gynecology and Chairman of the Department.*
- EDWIN CROWELL HAMBLIN, M.D. (Virginia, 1928), *Professor of Endocrinology and Associate Professor of Obstetrics and Gynecology.*
- WALTER LEE THOMAS, M.D. (Virginia, 1931), *Professor of Obstetrics and Gynecology.*
- ROBERT NOWELL CREADICK, M.D. (Yale, 1937), *Associate Professor of Obstetrics and Gynecology.*
- VIOLET HORNER TURNER, M.D. (Univ. of Chicago, 1940), *Assistant Professor of Obstetrics and Gynecology.*
- ROY TURNAGE PARKER, M.D. (Medical College of Virginia, 1944), *Assistant Professor of Obstetrics and Gynecology.*

*CHARLES HENRY PEETE, JR., M.D. (Harvard, 1947), *Associate in Obstetrics and Gynecology*.

WALTER BORIS CHERNY, M.D. (McGill, 1950), *Associate in Obstetrics and Gynecology*.

CHRISTA VON ROEBEL, M.D. (Leipzig, 1937), *Associate in Obstetrics and Gynecology*.

LEONARD PALUMBO, M.D. (Duke, 1944), *Visiting Lecturer in Obstetrics and Gynecology*.

ROBERT ALEXANDER ROSS, M.D. (Pennsylvania, 1922), *Visiting Lecturer in Obstetrics and Gynecology*.

TROGLER FRANCIS ADKINS, M.D. (Duke, 1936), *Instructor in Obstetrics and Gynecology*.

WILLIAM ALEXANDER GRAHAM, M.D. (Pennsylvania, 1932), *Instructor in Obstetrics and Gynecology*.

ELEANOR BEAMER EASLEY, M.D. (Duke, 1934), *Associate in Obstetrics and Gynecology*.

RICHARD LEHMER PEARSE, M.D. (Harvard, 1931), *Instructor in Obstetrics and Gynecology*.

KENNETH ARTHUR PODGER, M.D. (Duke, 1941), *Instructor in Obstetrics and Gynecology*.

W. KENNETH CUYLER, Ph.D. (Duke, 1941), *Research Instructor in Obstetrics and Gynecology*.

CLAUDIUS PARKS JONES, M.T. (Duke, 1935), *Research Instructor in Obstetrics and Gynecology*.

FELLOWS

QUINT CEDARHOLM BOYD, M.D. (Northwestern, 1951), *Fellow in Obstetrics and Gynecological Endocrinology*.

BARBARA GROBEN, M.D. (Buffalo, 1951), *Fellow in Psychosomatic Obstetrics and Gynecology*.

KIYOSHI HASHIMOTO, M.D. (Okayama, Japan, 1938), *Fellow in Obstetrics and Gynecology*.

RESIDENTS

GEORGE SPANGLER WOODWARD, M.D. (Cincinnati, 1949).

ASSISTANT RESIDENTS

DANIEL ATLEE MAIRS, M.D. (Duke, 1950).

JAMES HOWARD AUSTIN, M.D. (Duke, 1951).

JOHN B. MCCALL, JR., M.D. (Duke, 1953).

PAUL GREEN, JR., M.D. (Duke, 1951).

JEAN BABINGTON WILLIAMS, JR., M.D. (Duke, 1953).

WILLIAM GILBERT BUTLER, JR., M.D. (Duke, 1953).

CHARLES HARLAN HILLMAN, M.D. (Duke, 1953).

INTERNS

BRYAN CLINTON WEST, JR., M.D. (Duke, 1955).

ROBERT MATTHEW WITA, M.D. (Duke, 1955).

WILLIAM LOUIS JACQUES GOTTSCHALK, M.D. (Brussels, 1953).

GEORGE CARLYLE BARRETT, M.D. (Bowman Gray, 1952).

WILLIAM GLENN AYCOCK, M.D. (Duke, 1954).

Second year students receive 8 hours of instruction in the fundamentals of Obstetrics, Gynecology and Endocrinology during their course in physical diagnosis in the sixth quarter.

During one quarter of the junior year each student group attends Ward Rounds at 8:30 A.M. on Mondays, Wednesdays, and Saturdays;

* On military leave.

Preoperative and Predelivery Conferences on Tuesdays and Fridays; tutorials on Mondays, Tuesdays and Wednesdays; Pathology Conference on Thursdays and Staff Meetings on Fridays with members of the staff and the staff of other departments. They also attend an Endocrine Clinic once a week; an abnormal Obstetric Clinic once a week; regular Out Patient Clinic five times weekly for nine weeks.

The students for nine weeks during the Junior year are also assigned patients on the Obstetric and Gynecologic Wards.

Pathology

WILEY D. FORBUS, M.D. (Johns Hopkins, 1923), *Professor of Pathology and Chairman of the Department.*

GEORGE MARGOLIS, M.D. (Duke, 1940), *Professor of Pathology and Chief, Division of Neuropathology.*

ROGER D. BAKER, M.D. (Harvard, 1928), *Professor of Pathology and Chief, Laboratory Service, VA Hospital.*

E. STANFIELD ROGERS, M.D. (Duke, 1944), *Associate Professor of Pathology and Chief, Division of Experimental Pathology.*

BERNARD FETTER, M.D. (Duke, 1944), *Assistant Professor of Pathology and Assistant Pathologist in Charge of the Division of Surgical Pathology.*

ALBERT G. SMITH, M.D. (Washington, 1947), *Assistant Professor of Pathology and Associate Pathologist, VA Hospital.*

ASHTON B. MORRISON, M.D., M.B., Ph.D. (Duke, 1946; Queen's Univ. of Belfast, 1946, 1950), *Associate in Pathology.*

NOBORU FUKUNAGA, M.D. (Tokyo Jilei-Kai, 1944), *Guest Assistant Professor of Pathology from Kagoshima Prefectural University, Kagoshima, Japan.*

DANIEL MAIRS, M.D. (Duke, 1949), *Guest Assistant in Pathology from Department of Obstetrics and Gynecology.*

JOHN SULLENBERGER, M.D. (Duke, 1951), *Guest Assistant in Pathology from Department of Surgery.*

GEORGE DELAUGHTER, M.D. (Duke, 1954), *Guest Assistant in Pathology from Department of Surgery.*

NICOLAUS D. ZAMBOS, M.D. (Univ. of Athens, Greece, 1949), *Guest Assistant in Pathology from Department of Orthopaedics.*

HANS J. PETERS, M.D. (Free Univ. of Berlin, 1953), *Guest Assistant in Pathology from Medical College of Georgia.*

BERNARD WANSKER, M.D. (Duke, 1952), *Guest Assistant in Pathology from Department of Dermatology.*

ANNA OTTOLENGHI, M.D. (Univ. of Bari, Italy, 1953), *Guest Assistant in Pathology.*

HENRY GLOVER, M.D. (State Univ. of N. Y., 1951), *Trainee of the National Cancer Institute.*

CARL M. BISHOP, *Technical Associate in Pathology.*

HERTHA CRESS, M.S. (Vanderbilt, 1951), *Technical Associate in Pathology.*

J. PHILLIP PICKETT, *Technical Instructor in Pathology.*

ROBERT T. IVEY, *Technical Instructor in Pathology.*

FELLOWS

RAGHIB KHALIDI, M.D. (American Univ. of Beirut, 1947), *Guest Assistant in Pathology from American Univ. of Beirut and Fellow of the Foreign Operations Administration.*

ORO C. ZUNIGA, M.D. (Univ. of Santo Tomas, Manila, 1941), *Guest Instructor in Pathology and Fellow of the Foreign Operations Administration.*

YEN-CHANG TU, M.D. (National Defense Medical Center, 1948), *Guest Assistant in Pathology from the National Defense Medical Center and Fellow of China Medical Board of New York.*

PRESERT PACHAREE, M.D. (Siriraj Med. School, Thailand, 1947), *Guest Assistant in Pathology from Univ. of Medical Science, Bangkok and Fellow of the Foreign Operations Administration.*

ASSISTANT RESIDENTS

JAMES S. HENDERSON, M.B. (St. Andrews, 1951), *Senior Assistant Resident and Instructor in Pathology.*

RITA J. WISSEL, M.D. (Georgetown, 1954), *Junior Assistant Resident and Assistant in Pathology.*

ALPHONSE VAN SCHOOTE, M.D. (State University in Ghent, 1952), *Junior Assistant Resident and Assistant in Pathology.*

INTERNS

DOUGLAS R. SHANKLIN, M.D. (State Univ. of N. Y., 1955), *Intern and Junior Assistant in Pathology.*

JULIUS GORDON, M.D. (Washington, 1955), *Intern and Junior Assistant in Pathology.*

General Pathology. The course in general pathology is given during the fifth and sixth quarters of the curriculum, following completion of the prerequisite courses in anatomy, physiology, biochemistry and bacteriology. All the work of the class is done with small groups, each under the guidance of a senior instructor and his junior assistant. The histological aspects of the pathological processes are studied coincidentally with the gross anatomical and physiological alterations of the tissues, thus maintaining a unity of conception of disease. As the various pathological processes and the diseases arising from their elaboration are studied by the student groups, assignments involving reports on the study of groups of cases are made by individual students. The group work and the individual student reports are supplemented by weekly conferences involving the class as a whole and dealing with problems presented by current autopsies and with other problems of general importance. Student collaboration in post-mortem studies is required. Cases thus studied are presented by the student before the class under the direction of the staff; this takes the form of a clinical-pathological conference in which each student plays a particular role.

Elective Courses. Special courses in pathology are given to students who have completed the course in general pathology. These courses are available through special arrangement.

Clinical-Pathological Conference. A weekly clinical-pathological conference for advanced study is held on Saturdays. It is open to all persons interested, but is designed especially for the Hospital and Medical School Staff. Attendance by all the students is expedient but is optional. Miscellaneous weekly pathological conferences dealing with current cases under treatment on the various services are held for instruction of the staffs concerned.

Student Research. Research facilities are provided for competent students. Those who show an interest in investigative work are given every encouragement and are allowed to work independently or in collaboration with the staff.

Postgraduate Instruction. The staff of the department is composed of senior nonresident and junior resident members. The resident staff consists of interns, assistant residents, and a resident; all of these are active teachers as well as advanced students of disease. Ample opportunity for the development of a career in the field of pathology is provided for these men.

Medicolegal Instruction. The department works in close cooperation with the local coroner's office. Special medicolegal investigation for others are undertaken from time to time. The department collaborates with other departments of the Schools of Medicine and Law in a course in legal medicine that is given in alternate years.

Pediatrics

JEROME SYLVAN HARRIS, M.D. (Harvard, 1933), *Professor of Pediatrics, Chairman of the Department, and Associate Professor of Biochemistry.*

WILBURT CORNELL DAVISON, M.D. (Johns Hopkins, 1917), *James B. Duke Professor of Pediatrics and Dean of the School of Medicine.*

JAY MORRIS ARENA, M.D. (Duke, 1932), *Associate Professor of Pediatrics.*

SUSAN COONS DEES, M.D. (Johns Hopkins, 1934), *Associate Professor of Pediatrics.*

ANGUS MCBRYDE, M.D. (Pennsylvania, 1927), *Associate Professor of Pediatrics.*

WILLIAM J. A. DEMARIA, M.D. (Duke, 1948), *Assistant Professor of Pediatrics.*

DORIS AHLEE HOWELL, M.D. (McGill, 1949), *Assistant Professor of Pediatrics.*

ALTALA THAYER SCUDDER DAVISON, M.D. (Johns Hopkins, 1920), *Associate in Pediatrics.*

ARTHUR HILL LONDON, M.D. (Pennsylvania, 1927), *Associate in Pediatrics.*

MILDRED M. SHERWOOD, R.N. (Diploma Mount Sinai Hospital, 1923), *Associate in Pediatrics.*

GEORGE F. BOND, M.D. (McGill, 1945), *Instructor in General Practice.*

J. STREET BREWER, M.D. (Jefferson, 1919), *Instructor in General Practice.*

G. GRADY DIXON, M.D. (Medical College of Virginia, 1915), *Instructor in General Practice.*

AMOS N. JOHNSON, M.D. (Pennsylvania, 1933), *Instructor in General Practice.*

FREDERIC T. EASTWOOD, M.D. (Temple, 1944), *Instructor in Pediatrics.*

WILLIAM W. FARLEY, M.D. (Medical College of Virginia, 1943), *Instructor in Pediatrics.*

DAVID A. LOCKHART, M.D. (Duke, 1951), *Instructor in Pediatrics.*

GEORGE W. KERNODLE, M.D. (Duke, 1944), *Instructor in Pediatrics.*

JOHN T. KING, M.D. (Medical College of Virginia, 1945), *Instructor in Pediatrics.*

PAUL F. MANESS, M.D. (Duke, 1940), *Instructor in Pediatrics.*

ROBERT J. MURPHY, JR., M.D. (Vanderbilt, 1940), *Instructor in Pediatrics.*

BENJAMIN S. SKINNER, M.D. (Washington, 1940), *Instructor in Pediatrics.*

GEORGE A. WATSON, JR., M.D. (Duke, 1939), *Instructor in Pediatrics.*

BAILEY WEBB, M.D. (Duke, 1946), *Instructor in Pediatrics.*

E. JANE HERRING WOOTEN, M.D. (Duke, 1943), *Instructor in Pediatrics.*

FRANK P. ANDERSON, M.D. (South Carolina, 1952), *Instructor in Pediatrics*.
A. DOUGLAS RICE, M.D. (Duke, 1951), *Instructor in Pediatrics*.

FELLOWS

DORIS H. MERRITT, M.D. (George Washington, 1952).
BENJAMIN ALLEN JOHNSON, M.D. (Yale, 1949).

RESIDENTS

VANN PARKER, M.D. (Duke, 1953).
FRANKLIN C. NIBLOCK, M.D. (Duke, 1952).
DOROTHY A. HAHN, M.D. (Bowman Gray, 1953).

ASSISTANT RESIDENTS

KAY BACHMAN, M.D. (Tulane, 1951).
ROBERT E. CHAMBERS, M.D. (Duke, 1952).
J. DAVID JONES, M.D. (Duke, 1954).
KARL ARTHUR LEITHEISER, M.D. (Georgia, 1952).
GERARD MARDER, M.D. (Duke, 1952).
HAROLD A. YOUNT, M.D. (Bowman Gray, 1946).

INTERNS

WILLIAM BENJAMIN ARDREY, M.D. (Duke, 1952).
RUFUS SISSON BYNUM, M.D. (Duke, 1955).
THOMAS H. CROWDER, M.D. (Duke, 1955).
CHARLES COUNCIL DUDLEY, JR., M.D. (North Carolina, 1955).
FRED WESTON GLOVER, M.D. (North Carolina, 1955).
JOSEPH McCRAW JAMES, M.D. (Duke, 1955).
CHARLES BODINE NEAL, III, M.D. (Duke, 1955).
WILLIAM CAIN RUFFIN, JR., M.D. (North Carolina, 1955).
DONALD SILVER, M.D. (Duke, 1955).
MADISON SPACH, M.D. (Duke, 1954).

INTERNS OBSTETRICS-PEDIATRICS

WILLIAM G. AYCOCK, M.D. (Duke, 1954).

Junior and senior students, during their medical quarters, have pediatric ward rounds one hour each week. These junior students receive instruction in introductory pediatrics and the physical diagnosis of infants and children. The senior students are divided into three groups, each of which spends one quarter in pediatrics. During this quarter they are assigned in rotation as clinical clerks on the children's ward, in the nursery, pediatric out-patient department and the well-baby clinics—nephritis, cardiac, allergy, convulsive disorders and chronic pulmonary disease. In addition to ward rounds, a weekly staff conference and daily out-patient teaching clinics, special conferences are devoted to normal growth and development, pediatric roentgenology, practical aspects of pediatric nursing procedures and the preparation of diets for infants and children. Under the supervision of the Social Service Department, students visit homes to investigate the social, environmental and family aspects of disease in certain of

their patients. Elective courses: Senior students may spend two weeks in general practice with Instructors in General Practice. In addition to the eight pediatric internships, there are four in which six months each are spent in obstetrics and pediatrics for graduates who plan to enter general practice. Six assistant residencies and two residencies are available.

Physiology and Pharmacology

- FRANK GREGORY HALL, Ph.D. (Wisconsin, 1923), *Professor of Physiology and Chairman of the Department.*
- GEORGE S. EADIE, M.B., Ph.D. (Toronto, 1921; Cambridge, 1927), *Professor of Physiology and Pharmacology.*
- FREDERICK BERNHEIM, Ph.D. (Cambridge, 1928), *Professor of Pharmacology.*
- WILLIAM E. DETURK, Ph.D., M.D. (Duke, 1940; Vanderbilt, 1948), *Associate Professor of Pharmacology.*
- KENNETH E. PENROD, Ph.D. (Iowa State, 1942), *Associate Professor of Physiology and Pharmacology.*
- MCCLESNEY GOODALL, Ph.D., M.D. (Karolinska Institute, 1950; Medical College of Virginia, 1951), *Visiting Associate Professor of Physiology.*
- MACDONALD DICK, M.D. (Johns Hopkins, 1928), *Assistant Professor of Physiology and Pharmacology.*
- FRANK L. ENGEL, M.D. (Johns Hopkins, 1938), *Assistant Professor of Physiology.*
- WAYLAND E. HULL, Ph.D. (Duke, 1950), *Assistant Professor of Physiology.*
- A. ANGUS BUCHANAN, M.B. (London, 1951), *Instructor in Physiology.*
- FRED ZECHMAN, M.S. (Maryland, 1951), *Instructor in Physiology.*
- ATHOS OTTOLENGHI, M.D. (Pavia, Italy, 1946), *Research Fellow in Pharmacology.*
- JUNE N. BARKER, M.A. (Duke, 1954), *Research Fellow in Physiology.*
- HOWARD LANGLEY, *Technical Associate in Physiology.*
- EDWARD STUART, Ph.D. (Pennsylvania, 1951), *Part-time Instructor in Physiology.*

The course in medical physiology is given during the sixteen weeks of the second semester of the first year. There are lectures, laboratories and conferences each week in which are presented the general principles of human physiology and their general application to the practice of medicine. The physiology and biochemistry courses are closely integrated.

The course in pharmacology is taught in the first quarter of the second year (fourth quarter). Lectures, laboratories and conferences deal with the mode of action of drugs in terms of biochemical and physiological processes.

Physiological and Pharmacological Research. The facilities of the department include modern types of research equipment. There are special facilities for research in the fields of respiration, high altitude physiology, circulation and cellular metabolism. Properly qualified students are encouraged to undertake original research in physiology and pharmacology under direction of various members of the staff.

Seminars. Each fall term a seminar for graduate students in physiology is conducted by the staff.

Preventive Medicine and Public Health

- DAVID T. SMITH, M.D. (Johns Hopkins, 1922), *James B. Duke Professor of Bacteriology, Chairman of the Department and Associate Professor of Medicine.*
- NORMAN F. CONANT, Ph.D. (Harvard, 1933), *Professor of Mycology and Associate Professor of Bacteriology.*
- JEROME S. HARRIS, M.D. (Harvard, 1933), *Professor of Pediatrics and Associate Professor of Biochemistry.*
- ELBERT L. PERSONS, M.D. (Harvard, 1927), *Associate Professor of Preventive Medicine and Public Health, Associate Professor of Medicine, Director of Student Health.*
- SAMUEL P. MARTIN, M.D. (Washington U., 1941), *Associate Professor of Medicine, Assistant Professor of Bacteriology.*
- CAROLINE HELMICK, M.D. (Minnesota, 1933), *Associate in Preventive Medicine.*
- JOHN E. LARSH, JR., Sc.D. (Johns Hopkins, 1943), *Associate in Parasitology.*
- SIDNEY S. CHIPMAN, M.D., M.P.H. (McGill, 1928; Yale, 1947), *Visiting Lecturer in Preventive Medicine and Public Health.*
- BERNARD G. GREENBERG, Ph.D. (North Carolina State, 1949), *Visiting Lecturer in Preventive Medicine and Public Health.*
- ROGER W. HOWELL, M.D. (Michigan, 1938), *Visiting Lecturer in Preventive Medicine and Public Health.*
- HAROLD J. MAGNUSON, M.D. (Southern California, 1938), *Visiting Lecturer in Preventive Medicine and Public Health.*
- EDWARD G. MCGAVRAN, M.D., M.P.H. (Harvard, 1928 and 1935), *Visiting Lecturer in Preventive Medicine and Public Health.*
- EUGENE E. TAYLOR, M.D., M.P.H. (Washington, St. Louis, 1945; North Carolina, 1950), *Visiting Lecturer in Preventive Medicine and Public Health.*
- W. G. BROWN, A.B. (North Carolina, 1932), *Instructor in Preventive Medicine and Public Health.*
- ALBERT D. COOPER, M.D. (George Washington, 1932), *Instructor in Medicine.*
- JESSE H. EPPERSON, B.S. (Oklahoma, 1914), *Lecturer in Preventive Medicine and Public Health.*
- D. M. WILLIAMS, B.S. (North Carolina, 1910), *Lecturer in Preventive Medicine and Public Health.*
- HILDA POPE, Ph.D. (Duke, 1949), *Assistant Professor of Bacteriology.*

Preventive Medicine and Public Health. In the freshman year there are four lectures given to provide some basic orientation predicated upon the fact that disease has a community as well as a personal aspect and that the social component of illness is an important force in the work of the doctor as well as in the life of the community. The student is introduced to disease as a mass or community problem and to medicine as a social institution.

In the sophomore year there are a series of lectures. These cover the factors that are involved in causation of disease. The host factors, the environmental factors, and the various disease agents are inter-related. As a part of the host factors a series of lectures are devoted to the biological basis of genetics, genetic mechanisms, carrier states, and role of genetic constitution in pathogenesis of disease. During the first semester the course is correlated with bacteriology, and the various levels of application of preventive medicine to specific diseases

are stressed with lecture and case presentation. During the second semester a series of lectures on epidemiological methods of investigation are given. The class is then divided into units for the practical discussions of the application of preventive medicine to case material. A term paper on one practical case application is required.

During the clinical years a series of correlative clinics are carried out. The various departments contribute to these. In addition stress is placed on the principles in certain out patient clinic functions.

Psychiatry

- EWALD W. BUSSE, M.D. (Washington Univ., 1942), *Professor and Chairman of the Department of Psychiatry.*
- BINGHAM DAI, Ph.D. (Univ. of Chicago, 1935), *Professor of Mental Hygiene.*
- LESLIE B. HOHMAN, M.D. (Johns Hopkins, 1917), *Professor of Psychiatry.*
- HANS LOWENBACH, M.D. (Hamburg, 1929), *Professor of Psychiatry.*
- BERNARD BRESSLER, M.D. (Washington Univ., 1942), *Associate Professor of Psychiatry.*
- LOUIS D. COHEN, Ph.D. (Duke, 1949), *Associate Professor of Medical Psychology and Chief of Clinical Psychology.*
- JOSEPH B. PARKER, JR., M.D. (Tennessee, 1941), *Associate Professor of Psychiatry.*
- ROBERT H. HARRIS, M.D. (Duke, 1947), *Assistant Professor of Psychiatry.*
- R. CHARMON CARROLL, M.D. (Colorado, 1939), *Assistant Professor of Psychiatry, Highland Hospital, Asheville, N. C.*
- JOHN FOWLER, M.D. (Bowman Gray, 1946), *Assistant Professor of Psychiatry.*
- JEWETT GOLDSMITH, M.D. (Maryland, 1942), *Assistant Professor of Psychiatry.*
- GEORGE A. SILVER, M.D. (Duke, 1938), *Assistant Professor of Psychiatry.*
- R. BURKE SUITT, M.D. (St. Louis, 1932), *Assistant Professor of Psychiatry.*
- WILLIAM WILSON, M.D. (Duke, 1947), *Assistant Professor of Psychiatry.*
- DONALD K. ADAMS, Ph.D. (Yale, 1927), *Consultant, Professor of Psychology.*
- JOHN GILLIN, Ph.D. (Harvard, 1934), *Consultant, Professor of Anthropology.*
- WESTON LABARRE, Ph.D. (Yale, 1937), *Consultant, Professor of Anthropology.*
- DAVID A. YOUNG, M.D. (Harvard, 1931), *Lecturer in Psychiatry.*
- ROBERT L. CRAIG, M.D. (Johns Hopkins, 1935), *Associate in Psychiatry, Highland Hospital, Asheville, N. C.*
- FRANCES C. JEFFERS, M.A. (Columbia, 1945), *Research Associate in Psychiatry.*
- CHARLES LLEWELLYN, M.D. (Med. Coll. of Virginia, 1946), *Associate in Psychiatry.*
- OSCAR A. PARSONS, Ph.D. (Duke, 1953), *Associate in Medical Psychology.*
- JACK RITCHIE, M.D. (Duke, 1943), *Associate in Psychiatry.*
- *ALBERT J. SILVERMAN, M.D. (McGill, 1949), *Associate in Psychiatry.*
- CHARLES SPIELBERGER, Ph.D. (Iowa, 1954), *Associate in Medical Psychology.*
- ROBERT H. DOVENMUEHLE, M.D. (St. Louis, 1948), *Instructor in Psychiatry.*
- DOLPH HESS, M.S.W. (U. North Carolina, 1955), *Instructor in Psychiatric Social Work.*
- MILDRED LONG, M.S.W. (Tulane, 1948), *Instructor in Psychiatric Social Work.*
- EVALYN A. LYNCH, M.S.W. (Pennsylvania, 1949), *Instructor in Psychiatric Social Work.*
- SARAH MATTESON, M.D. (Cornell, 1947), *Instructor in Psychiatry.*
- JOHN D. PATTON, M.D. (St. Louis, 1945), *Instructor in Psychiatry, Highland Hospital, Asheville, N. C.*

* On leave of absence.

- *SANFORD I. COHEN, M.D. (Univ. of Chicago, 1953), *Assistant in Psychiatry*.
 FINN MAGNUSSEN, M.D. (Oslo, 1952), *Assistant in Psychiatry*.
 JOAN M. MEILLER, M.D. (New York Univ., 1952), *Assistant in Psychiatry*.
 EDWARD FRIEDMAN, B.S.S. (City Coll. of N. Y., 1947), *Research Assistant in Psychiatry*.
 A. A. FOSTER, *Technical Instructor in Psychiatry*.

RESIDENTS

- ROBERT A. JENKINS, M.D. (Western Reserve, 1952), *Resident in Psychiatry, Highland Hospital, Asheville, North Carolina*.

ASSISTANT RESIDENTS

- TEODORO BRAGANZA, M.D. (Philippines, 1952), *Assistant Resident in Psychiatry*.
 ROY J. ELLISON, M.D. (South Carolina, 1953), *Assistant Resident in Psychiatry*.
 ROBERT L. GREEN, M.D. (Hahnemann, Philadelphia, Pa., 1946), *Assistant Resident in Psychiatry*.
 DIETRICH HEYDER, M.D. (Frankfurt, Germany, 1954), *Assistant Resident in Psychiatry*.
 RICHARD MEILLER, M.D. (State University of New York, 1952), *Assistant Resident in Psychiatry*.
 PHILIP G. NELSON, M.D. (Catholic University of Louvain, 1954), *Assistant Resident in Psychiatry*.
 ERNEST GUSTAVE NEWMAN, M.D. (Duke, 1954), *Assistant Resident in Psychiatry*.
 CLAUDE R. NICHOLS, M.D. (Baylor, 1946), *Assistant Resident in Psychiatry*.
 PER NYHUS, M.D. (Oslo, 1952), *Assistant Resident in Psychiatry*.
 MARTA PRUCE, M.D. (Vienna, 1937), *Assistant Resident in Psychiatry*.
 ANNE E. SAGERBERG, M.D. (Oslo, 1947), *Assistant Resident in Psychiatry*.
 GIBSON SMITH, M.D. (Wisconsin, 1944), *Assistant Resident in Psychiatry*.
 W. T. SMITH, M.D. (Georgia, 1950), *Assistant Resident in Psychiatry*.
 HSIOH-SHAN WANG, M.D. (National Taiwan University, 1953), *Assistant Resident in Psychiatry*.
 ENG-KUNG YEH, M.D. (National Taiwan University, 1949), *Assistant Resident in Psychiatry*.

PSYCHOLOGY INTERNS IN THE DEPARTMENT OF PSYCHIATRY

- WILLIAM K. BOARDMAN, III, M.A. (Duke, 1951).
 IRVIN HART, B.A. (Pomona, 1951).
 MARY HUSE, M.D. (North Carolina, 1950).
 PHYLLIS KREINIK, A.B. (Cornell, 1953).
 HINCKLEY MURPHY, M.A. (Columbia Teachers College, 1951).
 KENNETH NICKERSON, M.A. (Dalhousie, 1952).
 ROBERT WAGONER, B.A. (Purdue, 1951).
 GERALD LEVIN, M.A. (Columbia University Teachers College, 1954).

The objectives of the undergraduate teaching program in the Department of Psychiatry are to: (a) Bring to the medical student the basic information which he requires to comprehend his role in the community as a physician, to understand his relationship with patients, to appreciate the impact of disease upon the patient and to understand the influence of the psychic processes. (b) Provide the student with the knowledge of interviewing techniques and psycho-

* On leave of absence.

therapeutic skills which can be utilized in the general practice of medicine. Instruction begins in the first year with the class meeting for one hour a week throughout the year. The course, "Introduction to Human Development and Behavior" includes lectures, clinical demonstration of patients and small group discussions. During the second year psychiatric concepts are presented in a course called "Psychiatry and Disease" which presents in some detail the topography of the mind, the common mental mechanisms, the concept of the unconscious, and the effects of these various factors on disease. Psychiatric teaching is integrated with other disciplines in the course "Introduction to Clinical Medicine." Twelve lectures are presented dealing with psychosomatic medicine, and a total of 30 hours of small group instruction permits the students to become acquainted with and to practice interviewing techniques with patients. In the third year the student is assigned to the In-Patient Service of the Department of Psychiatry where he has an opportunity to come in contact with patients who have serious emotional disturbance. Emphasis is placed upon recognition and proper referral of seriously disturbed patients. Lectures and demonstrations conducted during the first two quarters of the third year are devoted to psychiatric disorders with a review of symptomatology, etiology and treatment. Each senior student spends a total of 44 hours in one quarter in the Out-Patient facility of the Department of Psychiatry. The senior student under close supervision, conducts psychotherapeutic interviews and observes the psychotherapeutic efforts of a senior psychiatrist.

Specialty training in the field of psychiatry is offered professionally qualified physicians who have completed at least one year of internship. Completion of such training meets the requirements of the American Board of Psychiatry and Neurology. The major areas of residency training are the Psychiatric In-Patient Service, the Adult Out-Patient Clinic, Psychosomatic Medicine and the Durham Child Guidance Clinic.

Radiology

ROBERT J. REEVES, M.D. (Baylor, 1924), *Professor of Radiology and Chairman of the Department.*

GEORGE JAY BAYLIN, M.D. (Duke, 1937), *Professor of Radiology.*

WADE HENRY SHUFORD, M.D. (Rochester, 1948), *Instructor in Radiology.*

WILLIAM FRANCES BARRY, JR., M.D. (Pennsylvania, 1946), *Assistant Professor of Radiology.*

S. PAUL PERRY, M.D. (Univ. of Chicago, 1926), *Assistant Professor of Radiology.*

JOSEPH K. ISLEY, M.D. (Bowman Gray, 1948), *Instructor in Radiology.*

JOHN F. SHERRILL, JR., M.D. (Bowman Gray, 1946), *Instructor in Radiology.*

GUY W. SCHLASEMAN, M.D. (Duke, 1946), *Instructor in Radiology.*

CYRUS L. GRAY, M.D., *Associate in Radiology.*

THOMAS G. THURSTON, M.D., *Associate in Radiology*.

ALLEN TAYLOR, M.D. (Duke, 1947), *Associate in Radiology*.

SIMMONS ISLER PATRICK, M.D. (Duke, 1950), *Associate in Radiology*.

JOHN EDMUND WEAR, M.D. (Alabama, 1945), *Associate in Radiology*.

AARON P. SANDERS, M.S. (Rochester, 1952), *Director of Isotope Laboratory, Instructor in Radiology and Biophysics*.

FELLOWS

KUANG-CHU WANG, M.D. (Nagasaki, Japan, 1941).

RESIDENTS

JOHN ROBERT McLAREN, M.D. (Temple, 1948).

ROBERT H. NICKAU, M.D. (Duke, 1947).

ASSISTANT RESIDENTS

ARTHUR BASCOM CROOM, M.D. (Med. College of Virginia, 1940).

SELBY EVANS COFFMAN, JR., M.D. (Louisville, 1950).

GORDON L. HIXSON, M.D. (Tennessee, 1952).

JOHN ASHLEY GOREE, M.D. (Duke, 1955).

The student teaching schedule in roentgenology consists of a course in roentgen diagnosis and a course in therapeutic radiology. The first is offered during each scholastic quarter on Tuesday and Thursday of each week. The fundamental physics of x-ray is discussed, with the chief emphasis being placed upon the anatomical, pathological and physiological bases for the interpretation of x-ray films. The course is conducted in seminar fashion and no formal lectures are given. The students participate in and lead discussions with the instructor serving as the moderator. An attempt is made to acquaint the student with the aids of roentgenology in diagnostic problems. The correct use of x-rays in diagnosis is stressed.

Therapeutic radiology is given one hour weekly during each quarter. At these sessions the general problem of the treatment of benign, inflammatory and malignant lesions by x-ray and radium is discussed and the accepted views of the combination of these therapeutic agents with surgery is stressed. Representative cases are demonstrated, and the follow-up results are particularly stressed.

A limited number of senior students are permitted to attend routine film reading sessions in the Department of Radiology. They are also instructed in the fundamentals of fluoroscopic examinations and shown the many pitfalls of the inexperienced fluoroscopist.

X-ray conferences are scheduled with each specialty in the X-ray Conference room with weekly schedules. All x-ray cases on that service the preceding week are shown and briefly discussed for benefit of the house staff and attending students. At the present weekly conferences including the Ear, Nose and Throat, Orthopaedics, Neurosurgery, Thoracic surgery, Pediatrics, Cardiac, Gastro-intestinal, Urology are held and used as part of the teaching program. Tuesday and Friday afternoons special x-ray conferences of x-ray pathology are held.

X-ray Pathology conference 5 to 6 P.M. each Wednesday afternoon is given in the autopsy room.

Each Wednesday evening a conference is held by the members of the x-ray staff and visiting radiologists. Difficult cases are brought up for discussion and diagnosis.

A regional x-ray conference is held the last Thursday in each month, alternating with the University of North Carolina.

A complete radioisotope laboratory facility is available for diagnostic and therapeutic applications of radioisotopes. Radio-iodine is used routinely in the evaluation of thyroid function and in the treatment of hyperthyroidism and thyroid carcinoma. Radiophosphorus and radiogold are used in cancer therapy.

An investigative program using radioisotope labeled materials is concerned with normal and abnormal physiology of the gastro-intestinal tract. As a result of this, routine clinical tests using radioisotope labeled compounds are now in use in the evaluation of gastro-intestinal function. Other research programs in progress are concerned with cardiovascular, pulmonary and renal function, both in normal and abnormal patients.

A training program in the physics, radiation protection, routine handling, and application of radioisotopes in medicine is a part of the Radiology Resident's Program. This is available to a select few of the residents in other departments.

Surgery

DERYL HART, M.D. (Johns Hopkins, 1921), *Professor of Surgery and Chairman of the Department.*

EDWIN P. ALYEA, M.D. (Johns Hopkins, 1923), *Professor of Urology.*

W. BANKS ANDERSON, M.D. (Johns Hopkins, 1924), *Professor of Ophthalmology.*

LENOX D. BAKER, M.D. (Duke, 1933), *Professor of Orthopaedic Surgery.*

JOSEPH W. BEARD, M.D. (Vanderbilt, 1929), *Professor of Surgery in Charge of Experimental Surgery and Associate Professor of Virology.*

JOHN E. DEES, M.D. (Virginia, 1933), *Professor of Urology.*

WATT W. EAGLE, M.D. (Johns Hopkins, 1925), *Professor of Otolaryngology.*

CLARENCE E. GARDNER, JR., M.D. (Johns Hopkins, 1928), *Professor of Surgery.*

KEITH S. GRIMSON, M.D. (Rush, 1933), *Professor of Surgery.*

GUY L. ODOM, M.D. (Tulane, 1933), *Professor of Neurosurgery.*

KENNETH L. PICKRELL, M.D. (Johns Hopkins, 1935), *Professor of Plastic and Maxillo-facial Surgery.*

C. RONALD STEPHEN, M.D., C.M. (McGill, 1940), *Professor of Anesthesiology and Chief of Division of Anesthesiology.*

BARNES WOODHALL, M.D. (Johns Hopkins, 1930), *Professor of Neurosurgery.*

TIEN CHENG KAO, M.D. (Tokyo Imperial, 1938), *Visiting Professor of Surgery; Professor of Surgery, National Taiwan University, Formosa*

RALPH A. ARNOLD, M.D. (Buffalo, 1936), *Associate Professor of Otolaryngology and Ophthalmology.*

IVAN W. BROWN, JR., M.D. (Duke, 1940), *Associate Professor of Surgery.*

- J. LEONARD GOLDNER, M.D. (Nebraska, 1943), *Associate Professor of Orthopaedic Surgery.*
- RUTH CAMPBELL MARTIN, M.D. (Washington, 1941), *Associate Professor of Anesthesiology.*
- RAYMOND W. POSTLETHWAIT, M.D. (Duke, 1937), *Associate Professor of Surgery and Chief of Surgical Service, V. A. Hospital, Durham, N. C.*
- WILL C. SEALY, M.D. (Emory, 1936), *Associate Professor of Surgery in Charge of Division of Thoracic Surgery.*
- JAMES H. SEMANS, M.D. (Johns Hopkins, 1936), *Associate Professor of Urology.*
- D. GORDON SHARP, Ph.D. (Duke 1939), *Associate Professor of Biophysics in Experimental Surgery.*
- FREDERICK W. STOCKER, M.D. (Bern, Switzerland, 1918), *Associate Professor of Ophthalmology.*
- WILLIAM G. ANLYAN, M.D. (Yale, 1949), *Assistant Professor of Surgery.*
- ALEXANDER W. BOONE, M.D. (Duke, 1946), *Assistant Professor of Urology.*
- MICHEL BOURGEOIS-GAVARDIN, M.D. (Duke, 1955), *Assistant Professor of Anesthesiology.*
- LEONARD W. FABIAN, M.D. (Arkansas, 1951), *Assistant Professor of Anesthesiology.*
- NICHOLAS G. GEORGIADIS, M.D. (Duke, 1949), *Assistant Professor of Plastic Surgery.*
- RODERICK ORMANDY, Ph.D. (Northwestern, 1953), *Assistant Professor of Medical Speech Pathology.*
- WILLIAM P. J. PEETE, M.D. (Harvard, 1947), *Assistant Professor of Surgery and Assistant to the Dean.*
- WILLIAM W. SHINGLETON, M.D. (Bowman-Gray, 1943), *Assistant Professor of Surgery.*
- ALBERT D. WARSHAUER, M.D. (Washington, 1947), *Assistant Professor of Anesthesiology and Chief of Anesthesiology, V. A. Hospital.*
- THEODORE W. ATWOOD, D.M.D. (Harvard, 1932), *Associate in Dentistry.*
- DOROTHY W. BEARD, R.N. (Vanderbilt, 1929), *Associate in Surgery and Research Associate in Experimental Surgery.*
- BYRON M. BLOOR, M.D. (Duke, 1945), *Associate in Neurosurgery and Chief of Neurosurgical Service, V. A. Hospital.*
- EVERETT I. BUGG, JR., M.D. (Johns Hopkins, 1937), *Associate in Orthopaedics.*
- SARA J. DENT, M.D. (South Carolina, 1945), *Associate in Anesthesiology.*
- GEORGE B. FERGUSON, M.D. (Jefferson, 1932), *Associate in Bronchoscopy.*
- WILLIAM F. HOLLISTER, M.D. (Duke, 1938), *Associate in Surgery; Chief of General and Thoracic Surgery, Moore County Hospital, Pinehurst, N. C.*
- SAMUEL D. MCPHERSON, M.D. (Johns Hopkins, 1943), *Associate in Ophthalmology.*
- NORMAN F. ROSS, D.D.S. (Temple, 1937), *Associate in Dentistry and Acting Head of Division of Dentistry.*
- H. MAX SCHIEBEL, M.D. (Johns Hopkins, 1933), *Associate in Surgery.*
- RICHARD N. WRENN, M.D. (Duke, 1947), *Associate in Orthopaedics and Chief of Orthopaedic Service, V. A. Hospital.*
- W. GLENN YOUNG, M.D. (Duke, 1947), *Associate in Surgery.*
- GEORGE S. BEAUDREAU, Ph.D. (Oregon, 1954), *Research Associate in Experimental Surgery.*
- ROBERT A. BONAR, Ph.D. (California, 1953), *Research Associate in Experimental Surgery.*
- ROBERT L. BENNETT, M.D. (Pittsburgh, 1936), *Lecturer in Physical Medicine; Medical Director, Georgia Warm Springs Foundation.*
- CHARLES E. IRWIN, M.D. (Emory, 1932), *Lecturer in Orthopaedics; Chief of Surgery, Georgia Warm Springs Foundation.*
- JULIAN E. JACOBS, M.D. (Nebraska, 1935), *Lecturer in Orthopaedics; Chief of Orthopaedic Surgery, Charlotte, (N. C.), Memorial Hospital.*

- GEORGE R. MILLER, M.D. (Rochester, 1943), *Lecturer in Orthopaedics; Associate Surgeon, N. C. Orthopaedic Hospital, Gastonia, N. C.*
- OSCAR L. MILLER, M.D. (Emory, 1912), *Lecturer in Orthopaedics; Orthopaedic Surgeon, Charlotte, (N. C.), Memorial Hospital.*
- R. BEVERLY RANEY, M.D. (Harvard, 1930), *Lecturer in Orthopaedics; Professor of Orthopaedic Surgery, University of North Carolina, Chapel Hill, N. C.*
- WILLIAM MCK. ROBERTS, M.D. (Tufts, 1925), *Lecturer in Orthopaedics; Surgeon-in-Chief, N. C. Orthopaedic Hospital, Gastonia, N. C.*
- FRANK H. STELLING, M.D. (Georgia, 1938), *Lecturer in Orthopaedics; Chief Surgeon, Shriners Hospital for Crippled Children, Greenville, S. C.*
- MARY B. CAMPBELL, R.N. (St. Luke's Hospital, 1937), *Instructor in Anesthesiology and Chief Nurse Anesthetist.*
- RAPHAEL W. COONRAD, M.D. (Duke, 1947), *Instructor in Orthopaedics.*
- FRANK B. COOPER, M.D. (Duke, 1952), *Instructor in Ophthalmology and Otolaryngology.*
- THOMAS B. DAMERON, M.D. (Duke, 1947), *Instructor in Orthopaedics; Raleigh, N. C.*
- JOHN GLASSON, M.D. (Cornell, 1943), *Instructor in Orthopaedics.*
- KENNETH R. PFEIFFER, D.D.S. (Louisville, 1937), *Instructor in Dentistry and Chief of Dental Service, V. A. Hospital.*
- BAXTER B. SAPP, D.D.S. (Temple, 1951), *Instructor in Dentistry.*
- CHESTER R. TAYLOR, *Technical Associate in Surgery.*
- BERT R. TITUS, C.P., *Technical Associate in Orthosis.*

FELLOWS

- HERMAN BLANKENBERG, M.D. (Leiden, Netherlands, 1949), *Fellow in Surgery.*
- PO-YEH CHEN, M.D. (Keio, Japan, 1944), *Fellow in Orthopaedics.*
- WILMER C. HEWITT, M.D. (Duke, 1954), *Fellow in Surgery.*
- HARRY S. THOMPSON, M.D., C.M. (McGill, 1952), *Fellow in Surgery.*

RESIDENTS

- RODRIGO BERNAL, M.D. (Mexico, 1952), *Resident and Instructor in Anesthesiology.*
- GORDON M. CARVER, JR., M.D. (Duke, 1947), *Chief Resident and Instructor in Surgery.*
- HUGH CRAWFORD, M.D. (Tennessee, 1947), *Resident and Instructor in Plastic Surgery.*
- ROBERT D. CROUCH, M.D. (South Carolina, 1948), *Resident and Instructor in Urology.*
- MARCUS L. DILLON, JR., M.D. (Duke, 1948), *Resident, Instructor and Fellow in Surgery.*
- ROBERT A. GOWDY, M.D. (Duke, 1947), *Resident and Instructor in Surgery.*
- EUGENE J. LINBERG, M.D. (Duke, 1948), *Resident and Instructor in Surgery.*
- CARTER P. MAGUIRE, M.D. (South Carolina, 1950), *Resident and Instructor in Plastic Surgery.*
- RALPH T. MCCAULEY, M.D. (Duke, 1947), *Resident and Instructor in Urology.*
- CLAUDE McCCLURE, M.D. (Bowman Gray, 1950), *Resident and Instructor in Neurosurgery.*
- ROBERT E. MUSGRAVE, M.D. (Tennessee, 1946), *Resident, Instructor and Fellow in Orthopaedics.*
- RICHARD B. RANKIN, JR., M.D. (Duke, 1953), *Resident and Instructor in Ophthalmology and Otolaryngology.*
- WILLIAM W. VALLOTTON, M.D. (Georgia, 1952), *Resident and Instructor in Ophthalmology and Otolaryngology.*

EDWARD S. WHITESIDES, M.D. (Duke, 1951), *Resident, Instructor and Fellow in Orthopaedics.*

W. GLENN YOUNG, M.D. (Duke, 1947), *Resident and Associate in Surgery.*

ASSISTANT RESIDENTS

JERRY E. ADAMSON, M.D. (Duke, 1954), *Assistant Resident in Surgery.*

ANIBAL ADAN, M.D. (Havana, Cuba, 1951), *Assistant Resident in Anesthesiology.*

GEORGE E. AINSWORTH, M.D. (Georgetown, 1948), *Assistant Resident in Orthopaedics (Shriners Hospital for Crippled Children, Greenville, S. C.)*

FRANKLIN E. ALTANY, M.D. (Duke, 1952), *Assistant Resident and Instructor in Plastic Surgery.*

RAUL AMENABAR, M.D. (St. Carlos, Guatemala, 1951), *Assistant Resident in Orthopaedics.*

ERIC BELL, M.D. (Harvard, 1948), *Assistant Resident and Fellow in Orthopaedics (North Carolina Orthopaedic Hospital, Gastonia, N. C.)*

BASIL M. BOYD, JR., M.D. (Bowman Gray, 1953), *Assistant Resident in Orthopaedics (Watts Hospital, Durham).*

HENRY A. CALLAWAY, JR., M.D. (Vanderbilt, 1954), *Assistant Resident in Surgery.*

JAMES W. CHRISTOFFERSON, M.D. (Marquette, 1944), *Assistant Resident in Anesthesiology.*

FRANK W. CLIPPINGER, JR., M.D. (Washington, 1952), *Assistant Resident and Fellow in Orthopaedics.*

ROBERT H. COLE, M.D. (Manitoba, 1945), *Assistant Resident in Anesthesiology.*

R. RICHARD CONNELL, M.D. (Queens, Kingston, Ontario, 1954), *Assistant Resident in Ophthalmology and Otolaryngology.*

RAYMOND L. COULTRIP, M.D. (George Washington, 1952), *Assistant Resident in Orthopaedics.*

ANNABELLE THOMAS CRADDOCK, M.D. (Duke, 1953), *Assistant Resident in Anesthesiology.*

GEORGE J. D'ANGELO, M.D. (Rochester, 1951), *Assistant Resident, Instructor and Fellow in Surgery.*

GEORGE D. DELAUGHTER, JR., M.D. (Duke, 1954), *Assistant Resident in Surgery.*

RICHARD A. DODELIN, M.D. (Emory, 1951), *Assistant Resident and Fellow in Orthopaedics.*

WILLIAM M. DOUGLAS, M.D. (Emory, 1947), *Assistant Resident in Plastic Surgery.*

JOHN T. EDMONDS, M.D. (Medical College of Virginia, 1954), *Assistant Resident in Ophthalmology and Otolaryngology.*

GEORGE W. FARRIS, M.D. (Washington, 1948), *Assistant Resident in Anesthesiology.*

FRANK V. FAZIO, M.D. (Emory, 1953), *Assistant Resident in Urology.*

WILLIAM H. M. FINNEY, M.D. (Johns Hopkins, 1952), *Assistant Resident in Neurosurgery.*

BENJAMIN H. FLOWE, M.D. (Duke, 1949), *Assistant Resident and Instructor in Surgery.*

RICHARD D. FLOYD, M.D. (Yale, 1952), *Assistant Resident in Surgery.*

GEORGE L. FORD, JR., M.D. (St. Louis, 1954), *Assistant Resident in Surgery.*

EARL P. GALLEHER, JR., M.D. (Johns Hopkins, 1953), *Assistant Resident in Urology.*

L. MITCHELL GREENE, M.D. (Toronto, 1937), *Assistant Resident in Surgery.*

KENNETH D. HALL, M.D. (Duke, 1953), *Assistant Resident in Anesthesiology.*

EARL HALTIWANGER, M.D. (Duke, 1951), *Assistant Resident in Urology.*

JAMES F. HAMMETT, JR., M.D. (Bowman Gray, 1947), *Assistant Resident in Anesthesiology.*

JOHN B. HARMON, M.D. (Pennsylvania, 1951), *Assistant Resident in Orthopaedics (Georgia Warm Springs Foundation, Ga.).*

- ERNEST R. HARTMANN, M.D. (Pennsylvania, 1949), *Assistant Resident in Orthopaedics*.
- GOLDEN S. HINTON, M.D. (Georgia, 1953), *Assistant Resident in Ophthalmology and Otolaryngology*.
- WILLIAM E. HUGER, M.D. (Emory, 1953), *Assistant Resident in Surgery*.
- JAY R. JOHNSON, M.D. (St. Louis, 1953), *Assistant Resident in Surgery*.
- NICHOLAS J. KATTAN, M.D. (Antioquia, Colombia, S. A., 1942), *Assistant Resident in Orthopaedics (Shriners Hospital for Crippled Children, Greenville, S. C.)*
- CHARLES KECK, JR., M.D. (Duke, 1953), *Assistant Resident in Orthopaedics*.
- JAMES M. KELLEY, M.D. (Duke, 1954), *Assistant Resident in Orthopaedics*.
- JOSEPH D. KEPES, M.D. (Rochester, 1949), *Assistant Resident in Plastic Surgery*.
- ERNEST J. LARSON, M.D. (Nebraska, 1954), *Assistant Resident in Surgery*.
- HARVEY R. LEVENTHAL, M.D. (N. Y. State, 1952), *Assistant Resident in Surgery*.
- ROBERT D. LONDEREE, JR., D.D.S. (Pittsburgh, 1947), *Assistant Resident in Oral Surgery*.
- ARCHIBALD C. MAGEE, M.D. (L. S. U., 1947), *Assistant Resident in Anesthesiology*.
- JOSEPH R. McWHIRT, M.D. (George Washington, 1951), *Assistant Resident in Plastic Surgery*.
- ANDRES T. MELERO, M.D. (Duke, 1950), *Assistant Resident in Surgery*.
- FREDERICK J. NOVAK, D.D.S. (Nebraska, 1953), *Assistant Resident in Oral Surgery*.
- G. ROBERT NUGENT, M.D. (Cincinnati, 1953), *Assistant Resident in Neurosurgery*.
- JAMES F. O'NEILL, M.D. (Duke, 1954), *Assistant Resident in Ophthalmology and Otolaryngology*.
- ROBERT L. PHILLIPS, M.D. (Jefferson, 1952), *Assistant Resident and Fellow in Neurosurgery*.
- JORGE DE LA PIEDRA, M.D. (San Marcos, Lima, Peru, 1950), *Assistant Resident in Orthopaedics (Charlotte Memorial Hospital)*.
- DAVID H. REYNOLDS, M.D. (Duke, 1951), *Assistant Resident in Neurosurgery*.
- WILLIAM T. RICE, M.D. (Bowman Gray, 1953), *Assistant Resident in Anesthesiology*.
- SHALER S. ROBERTS, M.D. (Alabama, 1954), *Assistant Resident in Ophthalmology and Otolaryngology*.
- MOHAMED EL-HADI SALEM, M.D. (Kasr El-Eini, Cairo, Egypt, 1949), *Assistant Resident and Instructor in Surgery*.
- JAMES F. SCHAUBLE, M.D. (Johns Hopkins, 1954), *Assistant Resident in Surgery*.
- J. LEWIS SMITH, M.D. (Vanderbilt, 1947), *Assistant Resident and Instructor in Surgery*.
- JOHN W. SULLENBERGER, M.D. (Duke, 1951), *Assistant Resident in Surgery*.
- KOJI TAKESHIMA, M.D. (Kyoto, Japan, 1942), *Assistant Resident in Anesthesiology*.
- WILLIAM B. TIMMERMAN, M.D. (South Carolina, 1933), *Assistant Resident in Anesthesiology*.
- ROBERT B. TRUMBO, M.D. (Emory, 1952), *Assistant Resident and Instructor in Surgery*.
- JOSEPH P. WARD, M.D. (Arkansas, 1953), *Assistant Resident in Anesthesiology*.
- FREDERICK W. WIESE, M.D. (Johns Hopkins, 1951), *Assistant Resident in Orthopaedics (Shriners Hospital for Crippled Children, Greenville, S. C.)*
- JESSE L. WILLIAMS, M.D. (Duke, 1952), *Assistant Resident in Urology*.
- JAMES R. WILSON, M.D. (South Carolina, 1954), *Assistant Resident in Surgery*.
- JAMES B. WRAY, M.D. (Tennessee, 1950), *Assistant Resident and Fellow in Orthopaedics (Georgia Warm Springs Foundation, Ga.)*
- NICOLAS ZAMBOS, M.D. (Athens, Greece, 1949), *Assistant Resident and Fellow in Orthopaedics*.

INTERNS

- LAURENCE J. ADAMS, M.D. (Georgetown, 1953), *Intern in Surgery*.
DAVID P. ASBILL, M.D. (Duke, 1955), *Intern in Surgery*.
WILLIAM M. BETHUNE, JR., M.D. (Duke, 1955), *Intern in Surgery*.
CHARNER W. BRAMLETT, M.D. (Duke, 1955), *Intern in Surgery*.
HORACE B. CUPP, JR., M.D. (Duke, 1955), *Intern in Surgery*.
HERBERT T. DUKES, M.D. (Duke, 1955), *Intern in Surgery*.
ROBERT HAYNER, M.D. (Cincinnati, 1955), *Intern in Surgery*.
JOHN J. KING, M.D. (St. Louis, 1955), *Intern in Surgery*.
JOHN T. LANGLEY, M.D. (Duke, 1955), *Intern in Surgery*.
ELLIOTT MENDENHALL, M.D. (Baylor, 1955), *Intern in Surgery*.
WILLIAM E. NEUBURGER, M.D. (Johns Hopkins, 1955), *Intern in Surgery*.
JOHN M. OCKER, JR., M.D. (Duke, 1955), *Intern in Surgery*.
JOHN W. REEVES, M.D. (Duke, 1955), *Intern in Surgery*.
JOSEPH J. RUFF, D.D.S. (Georgetown, 1955), *Intern in Oral Surgery*.
JOHN W. SNOW, M.D. (Duke, 1955), *Intern in Surgery*.
FORREST T. TUTOR, M.D. (Cornell, 1955), *Intern in Surgery*.
R. LEWIS WRIGHT, M.D. (Medical College of Virginia, 1955), *Intern in Surgery*.

Introduction to Surgical Technique. This course is given in the 5th quarter of the curriculum and is designed primarily for instruction and practice in the principles of asepsis and their application in surgery. This is accomplished through the medium of a series of major operative procedures on animals under conditions closely simulating those in human surgery. In the process, the student receives intensive training in the techniques fundamental to operative surgery and to the principles and practice of surgical anesthesia.

General Surgery. In the sixth quarter the students, during their course in physical diagnosis, attend clinics and demonstrations arranged to familiarize them with the techniques of examinations and diagnostic procedures used in general surgery and the surgical specialties. They also have the opportunity in this quarter to become familiar with certain basic principles in aseptic and atraumatic surgery and in isolation technique. The *junior* students, during their surgical quarter, attend ward rounds in surgery and the surgical specialties, act as clinical clerks on the wards and assist in the operative treatment of patients assigned to them. The surgical students in the *senior* year attend ward rounds in general surgery and the surgical specialties in the mornings and assist in the surgical out-patient clinics in the afternoon. Also in groups of two for the proportionate time available they are assigned to the emergency division of the out-patient clinic where they assist in the diagnosis and care of urgent conditions.

Otolaryngological Division. An introductory course of instruction in the use of otolaryngological instruments, with a review of normal anatomy, is given to second-year students in the sixth quarter. Clinics during all quarters of the year are given to junior students; students during their surgical quarter work in the otolaryngological out-patient

clinic as assigned. Ward rounds are held separately each week for third- and fourth-year students. Patients are assigned to junior students during the surgical quarter. Amphitheatre lectures or clinics are given once each week for one quarter for third- and fourth-year students.

Ophthalmological Division. During the sixth quarter second-year students receive instruction in elementary ophthalmology. During the junior surgical quarter the students may elect to work in the ophthalmological out-patient clinic as assigned, and assist in the study and treatment of eye diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the out-patient clinic all patients assigned to him. For those who manifest an unusual interest in this specialty, provision will be made for more advanced work. Throughout the junior surgical quarter the students attend ophthalmological ward rounds for two hours each week. During either their third or fourth academic year clinics covering the more general neuro-ophthalmological and medical problems are given.

Orthopaedic Division. In the sixth quarter an introductory course is given. During the surgical quarters the junior and senior students attend weekly ward rounds of one hour each in orthopaedics and fractures. Students in their senior surgical quarter are assigned in rotation to the orthopaedic out-patient clinic. These students also attend orthopaedic staff rounds at 5:30 P.M. Mondays through Fridays. An elective course in the treatment of fractures, limited to three students, is offered during the junior and senior surgical quarters. An elective course in physical therapy is also offered during these quarters. Arrangements may be made for students who so desire to do research or experimental work. They may also attend the state orthopaedic clinics as held.

Urologic Division. In the sixth quarter, second-year students are given a course of lectures and practical demonstrations in urologic physical diagnosis in the normal individual. Ward rounds on urologic patients are given every Saturday at 8:30 A.M. for third- and fourth-year students in their surgical quarter. Small groups are selected from the senior surgical group of students and assigned in rotation to the urologic out-patient clinic. During one quarter of the year, urologic clinics are given weekly for the junior and senior classes. These clinics deal with the affections of the male and female urinary tract and of the male genital tract. One of the senior staff meets twice each week with groups of third-year students assigned to the specialty wards for an hour's consultation to clear up any patient problems they have or to discuss any other urologic problems with these students who are just beginning their urologic training. Third year students are also given

ward rounds by a senior staff member once a week at the Veterans Hospital. Clinics for urethroscopic and cystoscopic investigation and for the more technical methods of urologic diagnosis and treatment are held Monday, Wednesday, and Thursday from 1:30 to 5:00 P.M. and Tuesdays and Thursdays from 9:30 A.M. to 12:30 P.M. throughout the year. X-ray conferences on all urologic cases are held Tuesday, Thursday, and Saturday mornings from 8:30 to 10:00 and are followed by staff rounds. Three senior students may select one of these cystoscopic clinics, x-ray conferences, and staff rounds as an elective. *The Urologic Journal Club* meets each week, and members of the staff review their respectively assigned journals. Interested students are welcome. Urologic pathology conferences are held twice a month throughout the year with the cooperation of the Pathology Department.

Division of Plastic, Maxillofacial, and Oral Surgery. Didactic lectures are given to both the third- and fourth-year students to familiarize them with the basic principles of plastic, reconstructive, and destructive procedures. Bedside ward rounds and demonstrations are held twice weekly to illustrate these basic phenomena of trauma, disease, and reconstruction. Fourth-year students work in the Plastic Surgical Clinic which meets daily, with special reference on Wednesday which is the Plastic Surgical and Oncology return or follow-up day. Opportunity is afforded interested students to observe moulage and cast work, cosmetic restoration of color, the making of prosthetic appliances, etc. The Oral Surgical Clinic has three dentists and oral surgeons in attendance and is in operation five and one-half days each week. Associated closely and allied with the plastic surgical service, is the Medical Speech Pathologist and Audiologist, who has charge of the Speech Correction Program.

The Division of Medical Speech Pathology will work in close cooperation with the Division of Plastic and Oral Surgery, the Division of Otolaryngology, and the Departments of Pediatrics and Psychiatry. Weekly lectures are given to familiarize students with the various types of speech defects and abnormalities which are encountered in both children and adults. The pre- and postoperative followup cleft palate patients are seen and evaluated each Wednesday afternoon in conjunction with the Plastic Surgical Clinic. Clinics will be arranged as desired with other departments. Speech instruction and therapy are given daily by appointment.

Neurosurgical Division. During all four quarters, separate weekly ward rounds are held for the junior and senior surgical groups. Emphasis in these rounds is placed upon the recognition of neurosurgical problems, followed by observation of the operative and post-operative procedures. Weekly x-ray and pathological conferences are held, and

these may be attended by interested individuals. Tumor clinic conferences are held bi-monthly, on each second and third Thursday of the month.

Division of Thoracic Surgery. During the academic year ward rounds, lectures and demonstrations are held to acquaint the third- and fourth-year students with the principles and practice of surgery of the chest. The anatomy and physiology of the respiration and circulation are reviewed and their application to thoracic surgery is stressed. X-ray diagnosis is emphasized and frequent pathology conferences are held to give the students a well-rounded knowledge of the surgical diseases of the chest.

Dentistry. Second-year students, in the sixth quarter, are instructed in the principles of dentistry.

Division of Anesthesiology. Junior and senior students, are given a series of lectures by the medical anesthesiologists in the Amphitheatre during the surgical lecture hour. Following a brief history of anesthetic drugs, the response of the body to such drugs is discussed. The physiological basis of the reactions encountered in the operating room is stressed and the rational for choice of agents for various patients is presented. A six days' concentrated course of training in the administration of anesthetic agents is given to each senior medical student during the senior surgical quarter. These students observe and administer anesthetics under the supervision of staff anesthesiologists.

Legal Medicine Toxicology

HAYWOOD M. TAYLOR, Ph.D., *Professor of Toxicology and Associate Professor of Biochemistry.*

J. B. BRADWAY, A.M., LL.B., *Professor of Law.*

E. C. BRYSON, LL.B., *Associate Professor of Law.*

W. D. FORBUS, M.D., *Professor of Pathology.*

D. T. SMITH, M.D., *Professor of Bacteriology and Associate Professor of Medicine.*

This course embraces a discussion of the relation of physicians to legal criminal procedures, jurisdiction of the coroner and medical examiner, laws governing the dead human body, personal identity of the living, and the dead, the medicolegal autopsy, traumatic injuries and fractures, rape, abortion, asphyxial death, homicidal, suicidal, and industrial poisoning, alcoholism, the examination of blood, stains, fibers, and the detection of malingering. This course is open to junior and senior students and is given in alternate years. Discussions of medicolegal problems for the house staff and senior students, and joint conferences of the medical and law students also are held.

Undergraduate Cancer Training Program

(Supported by a grant in aid from the U. S. Public Health Service)

Coordinator: WILEY D. FORBUS, M.D.

Social Service Worker: ISABEL PELTON.

During the first quarter, a course in surgical pathology is available to interested senior students. Classes are held twice weekly; each class is two hours. The sessions are informal. Gross and microscopic materials with clinical abstracts are readily available. Clinico-pathological correlation is stressed throughout the course.

During the second and third quarters, weekly seminars are held on various phases of the tumor problem. Clinico-pathological correlation is stressed as the viewpoints of the clinician, radiologist, and pathologist are presented. General practitioners, members of the clergy, the social service division, and nursing staff are invited to discuss certain aspects in the care of patients with neoplasms.

In addition, the Undergraduate Cancer Training Program staff participates in the teaching of neoplasia to the sophomore students. This is done as a supplementary program to the students as they are being taught the principles of neoplastic disease by the Department of Pathology. New material is presented to them, and here the clinico-pathological approach to the problem of neoplasia has special emphasis. In this phase of the program those regions of the body in which the frequency of tumors is highest are selected for study.

The Program, through its secretarial and social service personnel and its follow-up studies, is a valuable adjunct in the clinical training of the students. Contact is maintained with discharged patients and regularly scheduled appointments are made for their return visits to the various outpatient departments for periodic evaluation and indicated therapy. The program maintains an active tumor registry and, through the secretarial staff, this information is made available for study of particular phases of the tumor program.

A special feature of this teaching activity is the individual student project program. Twenty tumor study projects are planned for volunteer students, each project dealing with a particular problem in neoplasia. These projects are undertaken by students entering their third undergraduate year and continue through the fourth undergraduate year. This program is under the direction of the Coordinator, each student being guided in the accomplishment of his project by a member of the clinical staff who serves as his personal tutor.

Standing Committees of The School of Medicine

ADMISSIONS

J. E. Markee (Chairman), Barnes, Conant, Fetter, Hendrix, Peete and Penrod.

CURRICULUM

J. S. Harris (Chairman), Busse, Conant, Hart, Markee and Stead.

CURRICULUM ADVISORY

The chief resident on each of the clinical services plus the class presidents of each of the four classes.

DURHAM VETERANS HOSPITAL

John B. Hickam (Chairman), Barnes, Baylin, Margolis, Ross, Shingleton.

BUILDING

L. E. Swanson (Chairman), Busse, Carter, Miss Clark, Forbus, Harris, Hart, and Stead.

LIBRARY

Mrs. J. H. Semans (Chairman), Engel, Persons, Schwert and Semans.

STUDENT TECHNICIANS

H. M. Taylor (Chairman), Margolis, Rundles and Smith.

OUT-PATIENT CLINIC

E. A. Stead, Jr. (Chairman), DeMaria, Hart, Jordan, Llewellyn, Porter and Mrs. Brocker.

HOSPITAL RECORDS

E. L. Persons (Chairman), Lenox Baker, Gardner, Porter, Mrs. Bufkin, Miss Clark.

MEDICAL ART AND ILLUSTRATION

J. W. Beard (Chairman), Markee and Clark.

CONTINUATION EDUCATION

W. M. Nicholson (Chairman), Baylin, Markee and Miss Wien.

PHYSICAL AND OCCUPATIONAL THERAPY

L. D. Baker (Chairman), Hall, Lowenbach, Persons, Porter, Misses Huckabee, Kaiser and Watson.

SOCIAL SERVICE

W. M. Nicholson (Chairman), Grimson, Harris, Lowenbach, Persons, Porter and Miss Wien.

BORDEN AWARD

K. S. Grimson (Chairman), Hendrix and Pickrell.

HOSPITAL ADMINISTRATION

F. R. Porter (Chairman), Busse, Carter, Davison, Forbus, Hart, Pyne, Smith, Stead, Swanson and Wright, Mrs. E. W. Martin.

TRENT PRIZE

J. E. Markee (Chairman), Carter and Gardner.

HANES FUND

W. D. Forbus (Chairman), Harris, Hart and Smith.

CO-ORDINATION OF PARAMEDICAL SERVICES

K. E. Penrod (Chairman), Brown, Cahoon, Conant, Handler, Markee, Swanson, Taylor, Misses Clark and Kaiser.

REHABILITATION

J. H. Semans (Chairman), Baker, Busse, Woodhall, Porter, Misses Jacobansky, Kaiser, Wien.

BEAUMONT

J. W. Beard (Chairman), Engel, Markee and Rogers.

CARDIO-VASCULAR TRAINING

K. S. Grimson (Chairman), Hall, Harris and Stead.

CANCER TRAINING

W. D. Forbus (Chairman), Hart and Reeves.

STUDENT FELLOWSHIP

F. G. Hall (Chairman), Hickam and Sealy.

ISOTOPE

Philip Handler (Chairman), Baylin, Harris, Nicholson, Porter, Reeves, Shingleton, and Woodhall.

LAY EDUCATION OF MEDICAL AFFAIRS

G. J. Baylin (Chairman), DeMaria, Weisend, Elon Clark.

CIVIL DEFENSE

I. W. Brown, Jr. (Chairman), Boone, Georgiade, Harris, Lowenbach, Nicholson, Porter, Reeves and Miss Mitchell.

Duke Hospital

Administrative Staff

F. ROSS PORTER, A.B., *Superintendent and Professor of Hospital Administration.*

J. MINETREE PYNE, B.S., *Assistant Superintendent and Assistant Professor of Hospital Administration.*

LOUIS E. SWANSON, A.B., *Assistant Superintendent and Assistant Professor of Hospital Administration.*

DEWITT WRIGHT, B.S., J.D., *Assistant Superintendent and Associate in Hospital Administration.*

JOHN M. MCBRYDE, A.B., *Administrative Assistant.*

RICHARD A. BINDEWALD, A.B., *Personnel Officer.*

Private Diagnostic Clinic Staff

C. H. COBB, Ph.G., *Business Manager, Medical Division.*

HENRY BERTRAND, B.B.A., B.S., *Assistant Business Manager, Medical Division.*

E. S. RAPER, A.B., *Business Manager, Surgical Division.*

R. N. CRENSHAW, *Assistant Business Manager, Surgical Division.*

Technical Staff and Heads, Hospital Divisions

RUSSELL L. DICKS, A.B., B.D., D.D., *Chaplain.*

MRS. ELSIE W. MARTIN, M.S., *Director and Professor of Dietetics.*

I. THOMAS REAMER, Ph.G., *Pharmacist and Associate in Pharmacy.*

REBA NEW HOBGOOD, *Public Dispensary.*

JANET WIEN, A.B., M.S., *Director and Assistant Professor of Social Service.*

J. HARNED BUFKIN, R.N., R.R.L., *Record Librarian and Assistant Professor of Medical Record Library Science.*

HELEN LOUISE KAISER, R.P.T., *Director and Assistant Professor of Physical Therapy.*

CORNELIA WATSON, B.S., *Occupational Therapist.*

BERT R. TITUS, *Braces and Instruments and Technical Instructor in Orthosis.*

ELON HENRY CLARK, *Medical Artist and Professor of Medical Art and Illustration.*

MRS. MARTHA J. SCOGGINS, *Executive Housekeeper.*

FLINTON CARDEN, *Multilith Department.*

LEATRICE EMORY, *Electrocardiograph and Basal Metabolism Laboratory.*

PRESTON SMITH, *Technical Associate, Private Medical Laboratory.*

JOHN SESSOMS, *Manager, Hospital Laundry.*

Internships and Residencies

Straight internships of one year duration are available in Medicine, Surgery, Obstetrics-Gynecology, Pediatrics, Psychiatry and Pathology. Mixed internships are available in Obstetrics and Pediatrics. A stipend

of \$25 per month is offered in Medicine, Surgery and Pediatrics plus room, board, laundry and uniforms. An allowance of \$12.50 is paid to married house officers in lieu of a room in the house staff quarters. Appointments are from July 1 through June 30, although special arrangements can be made with individual department heads.

Assistant Residencies and Residencies are available in the following services.

Service

Internal Medicine
 Allergy
 Cardiovascular Diseases
 Dermatology-Syphilology
 Gastroenterology
 Neurology
 Pulmonary Diseases
 Surgery-General
 Neurology-Surgery
 Ophthalmology
 Otolaryngology
 Orthopaedic Surgery
 Plastic Surgery
 Thoracic Surgery
 Urology
 Oral Surgery (Dentistry)
 Pediatrics
 Pediatrics and Obstetrics
 Obstetrics and Gynecology
 Endocrinology
 Psychiatry
 Anesthesia
 Pathology
 Radiology

Chief of Department

Eugene A. Stead, Jr., M.D.
 Oscar C. E. Hansen-Prüss, M.D.
 Edward S. Orgain, M.D.
 J. Lamar Callaway, M.D.
 Julian M. Ruffin, M.D.
 E. Charles Kunkle, M.D.
 Elijah E. Menefee, Jr., M.D.
 Deryl Hart, M.D.
 Barnes Woodhall, M.D.
 W. Banks Anderson, M.D.
 Watt W. Eagle, M.D.
 Lenox D. Baker, M.D.
 Kenneth L. Pickrell, M.D.
 Will C. Sealy, M.D.
 Edwin P. Alyea, M.D.
 Nicholas Georgiade, M.D.
 Jerome S. Harris, M.D.
 Jerome S. Harris, M.D.
 Bayard Carter, M.D.
 E. C. Hamblen, M.D.
 Ewald W. Busse, M.D.
 C. Ronald Stephen, M.D.
 Wiley D. Forbus, M.D.
 Robert J. Reeves, M.D.

Application forms for all internships may be obtained by writing to the Superintendent, Duke Hospital, Durham, North Carolina. Graduates of any Class A medical school are eligible for internships. Appointments are open to women and to graduates of accredited foreign medical schools. Duke Hospital participates in the National Intern Matching Program, Inc.

After completion of an internship in Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in the above listed specialties plus Biochemistry, the Student Health Service or as fellows of the Private Diagnostic Clinics at a salary of \$250 to \$800 per year plus maintenance. A smaller number may be eventually promoted to the residency in the above listed services at an annual salary of \$500 to \$1300 per year plus maintenance. Application should be made to the head of the department concerned.

The Hospital and School of Medicine are an integral part of the Duke University campus, and its educational, recreational and athletic facilities are available for the Resident Staff.

The Veteran's Hospital opened on April 6, 1953 and located within

walking distance of Duke Hospital, is integrated with the Duke Hospital house staff training program. House officers on certain services may be assigned to either hospital for parts of a year. Administratively, the hospitals are separate but educationally they are closely integrated. The Medical Staff of the Veteran's Hospital is supervised by a Dean's Committee composed of faculty members of the Duke School of Medicine. Certification of training is provided by Duke Hospital.

Postgraduate Study

Graduates in medicine are welcomed at the various clinics and demonstrations in medicine, surgery, obstetrics, and other specialties, which are held from 9:30 A.M. to 12:30 P.M. each Saturday, as well as at the daily ward-rounds in the mornings, and the out-patient clinics in the afternoons. They can start at any time and remain as long as they wish. Additional special work in any department for a period of not less than three months may be arranged by consultation with the head of the department concerned. A certain number of residencies also are available at Duke Hospital in medicine, surgery, obstetrics and gynecology, pediatrics, psychiatry, neurology, dermatology, orthopaedics, urology, otolaryngology, ophthalmology, roentgenology, pathology, and biochemistry. Further information can be obtained by writing to the Chairmen of the Departments.

Returning veterans are requested to register on arrival with Mr. Oscar Petty, Jr., 102A Allen Building, who will assist them in applying for Veteran's benefits.

Paramedical Courses at Duke Hospital

Paramedical Coordinating Committee

KENNETH E. PENROD (Chairman), IVAN W. BROWN, JOHN CAHOON, LELIA CLARK,
NORMAN F. CONANT, PHILIP HANDLER, J. HARNED BUFKIN, HELEN KAISER, JOSEPH
E. MARKEE, LOUIS E. SWANSON, HAYWOOD M. TAYLOR.

Dietetics

ELSIE W. MARTIN, A.B., M.S., *Director and Professor of Dietetics.*

ERMA LEE ADAMS, B.S., C.P.A., *Accountant and Assistant Director.*

BARBARA C. CRANE, B.S., *Assistant Director, Charge of Food Production and Food Service.*

VIRGINIA H. MARX, B.A., M.S., *Assistant Director, Charge of Therapeutic Diets and Instructor in Diet Therapy.*

SARA JANE McDONALD, B.S., *Clinic and Teaching Dietitian.*

MARY BISHOP MOSTELLAR, B.S., *Therapeutic and Teaching Dietitian.*

LENA WILLIAMS RUCKNAGEL, B.S., *Therapeutic and Teaching Dietitian.*

AUDREY M. EVANS, B.S., *Instructor of Nutrition and Diet Therapy for Student Nurses.*

M. EUGENIA MALONE, B.S., *Administrative and Teaching Dietitian.*

MARGARET PRESLEY, B.S., *Administrative Ward Dietitian and Instructor.*

In addition to the dietetic training of the students of the Schools of Medicine and Nursing, fourteen dietetic interns may be admitted to the Program of Dietetics and given the certificate of graduate dietitian after the successful completion of one year's internship. The entrance requirements are a Bachelor's degree from an approved university or college, with majors in nutrition and institutional management, and the courses in chemistry, biology, social science, and education recommended by the American Dietetic Association. The course for dietetic interns provides instruction in all phases of hospital and institutional dietetics, including experience from the buying and storage of food to its service to the patients according to the physician's orders. Interns may apply some of their time in securing graduate credit.

The course starts the first of September. All students pay a registration fee of \$10 at the time of appointments. Additional fees are charged if the intern takes additional work in the University for an advanced credit. Maintenance is provided. More detailed information and application blanks may be obtained from the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Hospital Administration

- F. ROSS PORTER, A.B., *Superintendent and Professor of Hospital Administration.*
 JAMES GLOTFELTY, M.D., *Assistant Professor of Hospital Administration.*
 LOUIS E. SWANSON, A.B., *Assistant Superintendent and Assistant Professor of Hospital Administration.*
 J. MINETREE PYNE, B.S., *Assistant Superintendent and Assistant Professor of Hospital Administration.*
 DEWITT WRIGHT, B.S., J.D., *Assistant Superintendent and Associate in Hospital Administration.*
 JOHN MCBRYDE, A.B., *Administrative Assistant.*
 C. H. COBB, Ph.G., *Member Admissions Committee and Lecturer.*
 E. S. RAPER, A.B., *Member Admissions Committee and Lecturer.*
 WATSON S. RANKIN, M.D., DSc., *Visiting Lecturer in Hospital Administration.*
 MARSHALL I. PICKENS, M.A., *Associate in Hospital Administration.*
 GEORGE P. HARRIS, A.B., *Instructor in Hospital Administration.*
 JAMES R. FELTS, JR., *Instructor in Hospital Administration.*
 CHARLES E. PRALL, Ph.D., *Visiting Lecturer in Hospital Administration.*
 E. C. BRYSON, LL.B., *Associate Professor of Law, Duke University and Instructor in Hospital Administration.*
 J. LYMAN MELVIN, *Administrator, Parkview Hospital, Rocky Mount, North Carolina.*
 GEORGE LAWVER, A.B., M.H.A., *Administrator, Alamance County Hospital, Burlington, North Carolina.*
 JACQUE NORMAN, A.B., A.I.A., *Hospital Consultant, Greenville, South Carolina.*
 R. Z. THOMAS, A.B., *Administrator, Charlotte Memorial Hospital, Charlotte, North Carolina.*
 SAMPLE FORBUS, A.B., *Administrator, Watts Hospital, Durham, North Carolina.*
 WILLIAM M. RICH, A.B., *Administrator, Lincoln Hospital, Durham, North Carolina.*
 FRANK T. DE VYVER, Ph.D., *Professor of Economics, Duke University.*
 LLOYD B. SAVILLE, Ph.D., *Associate Professor of Economics, Duke University.*
 A. S. BROWER, A.B., *Comptroller, Duke University.*
 G. C. HENDRICKSEN, C.P.A., *Assistant Comptroller, Duke University.*
 JOSEPH LICHTY, M.D., *Administrator, Cone Memorial Hospital, Greensboro, North Carolina.*
 EWING BARNETT, A.B., *Administrative Resident.*
 FRED N. CRAWFORD, JR., B.S., *Administrative Resident.*
 DAVID P. HENRY, A.B., *Administrative Resident.*
 LEON HISLE, A.B., *Administrative Resident.*
 RALPH JENNINGS, B.S., *Administrative Resident.*
 THOMAS PETERS, III, M.A.E., *Administrative Resident.*
 JAMES A. WARDEN, A.B., *Administrative Resident.*
 BERNIE B. WELCH, A.B., *Administrative Resident.*

Eight internships in hospital administration leading to a certificate are available to university graduates whose character, tact, and ability for leadership are good, and whose academic standing is high. These internships are of two years' duration and pay a small salary in addition to room, board, and laundry. Vacations of two weeks are allowed during each year of internship.

The instruction is practical rather than theoretical in emphasis. The interns are rotated through seven different assistant administrative

positions in the Hospital. There is also a weekly seminar lasting two hours and two classes lasting one hour each during the week.

The interns may register in the Graduate School of Duke University, and receive the A.M. degree after the successful completion of a thesis and twenty-four semester hours of university courses in various fields. This additional work will add one year to the program. Further information may be obtained by writing to the Superintendent, Duke Hospital, Durham, N. C.

Medical Art and Illustration

ELON H. CLARK, *Professor of Medical Art and Illustration.*

ROBERT L. BLAKE, *Associate in Medical Art and Illustration.*

HENRY F. PICKETT, *Associate in Medical Art and Illustration.*

RAYMOND HOWARD, *Instructor in Medical Photography.*

NEALLY WEBSTER, *Instructor in Medical Photography.*

THURMAN ELLIS, *Assistant Photographer.*

LIBBY HAYES, *Letter Artist.*

PAUL FAIRCHILD, *Medical Artist.*

The function of this Division is to produce, for staff members allied to medicine, visual aids by way of various art and photographic methods. These visual aids are used to enhance the medical records and to aid in research and education. Services offered by this Division are: 1. Medical Art: Illustrations, by means of various artistic techniques, depicting anything perceptible to the eye, the existing but unseen and even the theoretical, as well as mechanical drawings, diagram, charts, graphs, lettering, casts, models, exhibits, etc. 2. Medical Photography: Illustrations of anything to which available photographic equipment will respond. This Division produces still and motion pictures, microphotographs, pictures of the retinae, photographic copies, film strips, lantern slides, enlargements and contact prints. Services offered directly for the patient's benefit are: Production of various types of anatomical prostheses and instruction in the use of opaque cosmetics. Facilities for individual training in specific techniques or methods employed by this Division are available. No academic credit is given. Prerequisites, tuition, time and type of training are determined by the Chairman of this Division. No regular courses of instruction in medical art and photography or their allied fields are offered.

Medical Record Library

J. HARNED BUFKIN, R.N., C.R.L., *Assistant Professor of Medical Record Library Science.*

BETTY S. WIGGINS KERNODLE, A.B., R.R.L., *Assistant Medical Record Librarian.*

A twelve months' course for the training of medical record librarians which has been given full approval of the American Association

of Medical Record Librarians and the American Medical Association, includes three months of classes and nine months of internship with rotation through inter- and extra-departmental stations. Applicants are judged individually for eligibility, and education, training, and experience are all taken into consideration. The curriculum provides instruction in the theory of medical record library science, and an introduction to anatomy, physiology, pathology, medical and operative terminology, and medical diction. Instruction is given by members of the faculty of the School of Medicine, with special lectures on hospital management and correlation of various hospital departments, as well as seminars on legal aspects and administrative uses of medical case records. Internship includes application of class work in actual practice and covers all phases of medical record library work. The course starts in October. The tuition fee is \$175.00 and does not include maintenance. A certificate is awarded upon successful completion of the course. Applications may be made to the Medical Record Librarian, Box 3307, Duke Hospital, Durham, N. C.

Medical Technology

HAYWOOD M. TAYLOR, Ph.D., *Professor of Toxicology and Associate Professor of Biochemistry (Director).*

GEORGE MARGOLIS, M.D., *Associate Professor of Pathology (Associate Director of Laboratory Technique).*

DAVID T. SMITH, M.D., *James B. Duke Professor of Bacteriology and Associate Professor of Medicine.*

OSCAR C. E. HANSEN-PRÜSS, M.D., *Professor of Medicine in Charge of Clinical Microscopy.*

DUNCAN C. HETHERINGTON, Ph.D., M.D., *Professor of Anatomy.*

NORMAN F. CONANT, Ph.D., *Professor of Mycology and Associate Professor of Bacteriology.*

R. WAYNE RUNDLES, M.D., *Associate Professor of Medicine.*

HILDA POPE, Ph.D., *Assistant Professor of Bacteriology.*

MARY A. POSTON, A.M., *Associate in Bacteriology.*

HOYLE W. CRAIG, *Technical Associate in Bacteriology.*

PRESTON W. SMITH, *Technical Associate in Hematology.*

LEO B. DANIELS, *Technical Associate in Biochemistry.*

The course in laboratory technique, which includes training in blood chemistry, clinical microscopy, bacteriology, serology, basal metabolism, etc., is approved by the Board of Schools of Medical Technology of the American Society of Clinical Pathologists. The course lasts twenty-one months, the next class beginning September, 1956. The registration fee is \$300 which includes tuition, student health and diploma fee for the entire course. There are no additional fees except for breakage. Other student activity fees are optional. The students live in town at their own expense. A minimum of two years of approved college work is required. The degree of B.S. in

Medical Technology is awarded upon successful completion of the course. Information as to the specific requirements may be obtained from Dr. Haywood M. Taylor, Duke Hospital, Durham, North Carolina.

Nurse Anesthesia

CHARLES RONALD STEPHEN, M.D.C.M., D.A., *Professor of Anesthesiology and Chief of Division of Anesthesiology.*

MARY B. CAMPBELL, R.N., M.A.A.N.A., *Instructor in Nurse Anesthesia and Chief Nurse Anesthetist.*

EVELYN E. AULD, R.N., M.A.A.N.A., *Instructor in Nurse Anesthesia and Chief Nurse Anesthetist, Watts Hospital, Durham, N. C.*

MARY M. HIERS, R.N., M.A.A.N.A., *Educational Program Director.*

MARTHA BROWN, R.N., M.A.A.N.A., *Assistant Nurse Anesthetist.*

LOLA A. GLENN, R.N., M.A.A.N.A., *Assistant Nurse Anesthetist.*

EMILY S. KIRKLAND, R.N., M.A.A.N.A., *Assistant Nurse Anesthetist.*

FRANCES ROWLAND PERRY, R.N., M.A.A.N.A., *Assistant Nurse Anesthetist.*

BEVERLY ANN WHITE, R.N., M.A.A.N.A., *Assistant Nurse Anesthetist.*

Courses available to graduate nurses include an eighteen months' course for nurses who have had no experience in anesthesia, and a nine to twelve months' course for nurses who have had five years of practical experience but no formal training in the specialty. Instruction embraces the theoretical aspects and clinical application of all drugs and techniques in accepted usage. The program is divided into quarters. The major part of the basic theoretical instruction is given during the first three quarters. After a pre-clinical period of eight weeks, clinical practice runs parallel with the theoretical program. One class is accepted annually and enrolled on January 15. All appointments for the current year are made by September 1 of the preceding year. Graduates of these courses are eligible to take the examination given by the American Association of Nurse Anesthetists. Tuition is \$150.00 and \$100.00 respectively. Additional information concerning these programs for nurses may be obtained from Mary B. Campbell, R.N., Box 3094, Duke Hospital, Durham, North Carolina.

Nursing

ANN M. JACOBANSKY, R.N., M.A., *Dean of the School of Nursing.*

ELIZABETH MOSES, R.N., M.Ed., *Director of Undergraduate Instruction.*

LELIA R. CLARK, R.N., M.A., *Director of Nursing Service.*

DORIS NIFONG, *Coordinating Instructor of Practical Nursing Division.*

School of Nursing. Two programs are offered in the undergraduate school of nursing, one leading to a diploma after three years of study and the other leading to a B.S. in Nursing after four years of study. Further information concerning the School of Nursing may be obtained

by writing to the Dean of the School of Nursing, Hanes House, Duke University, Durham, North Carolina.

Practical Nursing Division of the Vocational Education Department of the Durham City Schools, Duke Unit. After three months of classroom instruction at the Hillside High School, nine months are spent in classes and practical training at Duke Hospital. At the completion of this course, the student receives a certificate in practical nursing and is eligible for licensure as a practical nurse in North Carolina.

Occupational Therapy

CORNELIA ANNE WATSON, O.T.R., *Instructor in Occupational Therapy and Director of Department.*

JOYCE ANNE DEMOOR, O.T.R., *Assistant in Occupational Therapy.*

Occupational therapy is available to any patient during his hospitalization, or as an out-patient following referral by his physician. The division assists in teaching students in nursing, medicine and physical therapy. Students in occupational therapy from accredited schools receive their general medicine and surgery affiliation in the Division.

Further information may be obtained from the Division of Occupational Therapy, Duke Hospital, Durham, N. C.

Physical Therapy

HELEN LOUISE KAISER, R.P.T., *Assistant Professor of Physical Therapy in Charge of Division.*

ETHEL DREYER, R.P.T., *Instructor in Physical Therapy.*

LOLA E. SMITH, R.P.T., *Instructor in Physical Therapy.*

GRACE CUNNINGHAM HORTON, R.P.T., *Assistant in Physical Therapy.*

ELEANOR FLANAGAN, R.P.T., *Assistant in Physical Therapy.*

ROSEMARY LANE, *Research Associate in Physical Therapy.*

CONSTANCE W. JENKS PEAKE, R.P.T., *Assistant in Physical Therapy.*

MARTHA FREEMAN BREWER, R.P.T., *Assistant in Physical Therapy.*

JENELL A. SMITH, R.P.T., *Assistant in Physical Therapy.*

RAE M. LITAKER, R.P.T., *Assistant in Physical Therapy.*

EDNA BLUMENTHAL, R.P.T., *Lecturer in Physical Therapy.*

LUCY STRAW, R.P.T., *Lecturer in Physical Therapy.*

A fifteen months' course in physical therapy is offered for men and women graduates of accredited colleges, and for selected applicants who have completed ninety college semester hours, including credit in the biological sciences, physics, chemistry and psychology. The curriculum provides instruction in anatomy, physiology, kinesiology, pathology, psychology, electrotherapy, neuropsychiatry, therapeutic exercise and the principles of rehabilitation. Instruction in the clinical subjects

is given by members of the faculty of the School of Medicine. Clinical training will be given at Duke Hospital and affiliated institutions and includes supervision of orthopaedic problems in the Durham Public Schools. The course starts in October. The tuition fee is \$450 plus \$35 for medical fee, and does not include maintenance. A certificate is awarded upon successful completion of the course. Twenty hours of credit may be earned toward the baccalaureate degree.

Further information and application blanks may be obtained from the Division of Physical Therapy, Duke Hospital, Durham, N. C.

Prosthetic and Orthopedic Appliances

BERT R. TITUS, C.P., C.O., *Technical Associate in Orthosis and Director of Department.*

J. D. FERGUSON, C.O., *Assistant Orthotist.*

ROBERT O. GOOCH, *Assistant Prosthetist.*

The function of this department is to produce for the medical profession prosthesis and orthopedic appliances. Facilities for individual training in specific techniques or methods employed by this department are available. At the completion of four years' training you are eligible to take the examination of American Board of Certification.

Social Service

JANET WIEN, M.S., *Director and Assistant Professor of Social Service.*

SARA HARRIETTE AMEY, A.B., *Instructor in Social Service.*

MARY H. BROWN, M.S.W., *Instructor in Social Service.*

RUTH FIKE, M.S.W., *Instructor in Social Service.*

MERLE M. FOCKLER, M.S.W., *Instructor in Social Service.*

DOLPH HESS, M.S.W., *Instructor in Social Service.*

HELEN LEWIS, M.S., *Instructor in Social Service.*

ISABEL PELTON, M.S., *Instructor in Social Service.*

DOROTHY OVERTON POST, M.S.S.W., *Instructor in Social Service.*

ANNABEL STANFORD, M.S., *Instructor in Social Service.*

Medical and psychiatric social casework service is available to all patients who have emotional, environmental, or economic problems connected with their illness.

The department also assists in teaching social environmental aspects of illness and medical care through consultations and lectures to the students of the Schools of Medicine and Nursing. In addition, it serves as an agency for supervised field work for students of the Graduate School of Social Work of the University of North Carolina and Atlanta University School of Social Work. Further information concerning training for advanced students may be obtained from the Social Service Department, Duke Hospital, Durham, North Carolina.

X-Ray Technology

ROBERT J. REEVES, M.D., *Professor of Radiology and Chairman of the Department.*

GEORGE J. BAYLIN, M.D., *Professor of Radiology and Associate in Anatomy.*

JOHN B. CAHOON, JR., R.T., A.S.X.T., *Technical Associate in Radiology.*

AUDREY RINALDI, R.T., *Technical Assistant in Radiology.*

LIBBY J. ROSS, R.T., *Technical Assistant in Radiology.*

The course in x-ray technology includes training in radiographic and x-ray therapy technic. The curriculum has been planned with the thought of giving the student x-ray technician a basic knowledge of the principles involved along with an introduction to the technical aspects of radiography. Applicants for training in x-ray technology should satisfy one of the following requirements: two years of college, graduate nurse, or special student without either of these requirements who might be appointed by the committee on admissions. The course is of twelve months' duration and the following subjects are presented: Anatomy and Physiology, General and Radiographic physics, Processing and Chemistry of x-ray film and Solutions, Fundamentals of Exposure Factors, Medical Terminology, Standard and Special Positions in Radiography, X-Ray Protection and Apparatus Maintenance. The tuition fee is \$25.00 payable on admission. Other student activity fees are optional. The University educational, recreational and athletic facilities are available to the students. Students are admitted on September 1 each year. Applications should be filed by February 1st. No maintenance is provided, therefore students live in town at their own expense. A certificate is awarded to those who successfully complete the course. The course is approved by the Council on Medical Education, American Medical Association, American College of Radiology, American Registry of X-Ray Technicians and The American Society of X-Ray Technicians. For further information, write: Professor of Radiology, Duke Hospital, Durham, N. C.

Roster of Students

FIRST-YEAR STUDENTS (CLASS OF 1959)

Albertson, Thomas Howard (Duke University), High Point, N. C.
 Alexander, Clyde Vinson, Jr. (Duke University), Milan, Tenn.
 Baker, Horace Powell, Jr. (University of Alabama), Tuscaloosa, Ala.
 Bean, Richard Louis (Wake Forest College), Warren, Pa.
 *Biggers, William Henry (Duke University), Savannah, Ga.
 Boineau, John Pope, Jr. (University of South Carolina), Columbia, S. C.
 Bowen, Edward Gene (Duke University), Lakeland, Fla.
 Brewer, James Chester (Guilford College), Guilford, N. C.
 Brooks, David William, Jr. (Harvard University), Atlanta, Ga.
 Chandler, Arthur Cecil, Jr. (Washington & Lee, Florida Southern), Charleston, W. Va.
 Clontz, John Milton (Duke University), Fayetteville, N. C.
 Cohen, Leon (University of California, New York University), Bronx, N. Y.
 *Cook, Robinson, Jr. (Yale University), Pinehurst, N. C.
 Cooper, Tim Ervin, Jr. (Davidson College), Charlotte, N. C.
 Courie, Maurice Nickola (Duke University), Kinston, N. C.
 Counce, Paul Calvin (Duke University), Frenchtown, N. J.
 Engstrom, George Alfred (University of Florida), St. Petersburg, Fla.
 Evans, John Harold (Yale University), New Orleans, La.
 Fischberg, Bruce (University of Chicago, Columbia University), New York, N. Y.
 Forline, John William (Dartmouth University), Reidsville, N. C.
 Gaddy, Robert E., Jr. (Wake Forest College), Raleigh, N. C.
 Gaskin, John Stover, Jr. (University of North Carolina), Albemarle, N. C.
 Gibbs, Robert Harrison (Duke University), Statesville, N. C.
 Gills, James Pitzer (Virginia Polytechnic Institute), Bluefield, W. Va.
 Glover, John Snow (Citadel, University of North Carolina), Charlotte, N. C.
 Harrell, Ruth Flinn (Duke University), Norfolk, Va.
 Harrison, Howard Courtenay (Duke University), Danville, Va.
 Hayes, Charles Patton, Jr. (Duke University), Danville, Ill.
 Hendry, Wilson Seibert (Davidson College), Perry, Fla.
 Hensler, Patricia Louise (Duke University), Woodmere, N. Y.
 Higgins, James Thomas, Jr. (Duke University), Greenville, S. C.
 Hildebrandt, Richard John (The Citadel), Ft. Lauderdale, Fla.
 Hirschfeld, Robert Lewis (Duke University), Hartford, Conn.
 Hoffmann, James Russell (Duke University, Trinity College), W. Hartford, Conn.
 Jacobs, Daniel Murray (University of Florida), Daytona Beach, Fla.
 Kenan, Patrick Dann (University of Oklahoma), Okmulgee, Okla.
 Kuhns, James Gregory (Princeton University), Silver Spring, Md.
 Lane, John Haden (Virginia Polytechnic Institute), Alta Vista, Va.
 Lindquist, Richard Kurt (Union College, Duke University), Albany, N. Y.
 Litch, Melvin, Jr. (N. C. State College, University of North Carolina), Greensboro, N. C.
 Mauney, Frank Maxton, Jr. (The Citadel), Gastonia, N. C.
 McCutcheon, Ernest Parrish (Davidson College), Greensboro, N. C.
 McFalls, Frederick D. (Rollins College, University of North Carolina), Greensboro, N. C.
 Mitchell, John Frederick (Whittier College), Garden Grove, Calif.
 Moles, Stanley S. (Duke University), Dunbar, W. Va.
 Moore, Marcus McDuffie (The Citadel), Daytona Beach, Fla.
 Mulholland, John Henry (U. S. Naval Academy, University of Virginia), Charlottesville, Va.
 Myers, Alonzo Harrison, Jr. (Duke University), Charlotte, N. C.
 Nance, Charles Lee, Jr. (Duke University), Charlotte, N. C.
 Nesmith, Marsh Arthur, Jr. (University of Florida), Plant City, Fla.
 Norton, Barry Parker (The Citadel), Mt. Dora, Fla.
 Nowlin, John Burton (Duke University), Charlotte, N. C.
 Pearlstein, Ruth Natalie (Oberlin College), Chicago, Ill.
 Reed, George B., Jr. (Stanford University), Watsonville, Calif.
 Rippy, William David (Furman University), Greenville, S. C.
 Robbins, Thomas Waters, Jr. (Washington & Lee University), Princeton, N. J.
 Rooker, Donald White (Duke University), Rocky Mount, N. C.
 Starr, Wilson Clayton (Davidson College), Huntington, W. Va.
 Tabari, Kambuzia (University of California, Bethany College), Tehran, Iran
 Takanaka, Yasuo (University of Hawaii, Stanford University, Duke University), Oshu, T. H.
 Thompson, Frank Brown (University of Florida), Miami, Fla.
 Tindall, John Philip (Duke University), Kissimmee, Fla.
 Tope, Stephen Lindsey, Jr. (Duke University), Tampa, Fla.
 Tweed, Clyde Gilbert (University of North Carolina), Asheville, N. C.
 Vieth, Roger Gordon (Duke University), Westmont, Ill.
 Wallace, Donald Kai (Wake Forest College), Durham, N. C.
 Wallace, Andrew Grover (Duke University), Columbus, Ohio

* Withdrew.

West, Gary Wayne (Wake Forest College), Ocala, Fla.
 Whatley, Joseph William, Jr. (University of North Carolina, Duke University), Durham, N. C.
 White, James File (University of South Carolina), Columbia, S. C.
 White, Thomas Hugh, Jr. (Williams College), Manhasset, N. Y.
 Wilkinson, Harold Arthur (Campbell Jr. College, Wake Forest College), Wake Forest, N. C.
 Williams, McKim (Harvard University), Baltimore, Md.
 Wood, Roy Stanley (Duke University), Jacksonville, Fla.
 Yongue, Alfred Harris (The Citadel), Washington, D. C.
 Young, David Michael (Duke University), Bluffton, Indiana

SECOND-YEAR STUDENTS (CLASS OF 1958)

Allen, Irving Ellis, Jr. (Duke University), Durham, N. C.
 Altman, Robert Sherwood (University of Florida), Miami, Fla.
 Anderson, Edward Everett (Duke University), Durham, N. C.
 Barnhardt, Luther Ernest, Jr. (Duke University), Concord, N. C.
 Bell, John Henry (Duke University), High Point, N. C.
 Berry, Roger (New York University), New York, N. Y.
 Bingham, Kenneth Ronald (Duke University), Bridgeport, W. Va.
 Borders, Donald D. (University of Colorado), Stratton, Colorado.
 Brandt, Robert John (Harvard University), Whitinsville, Mass.
 Bryant, Wm. Franklin, Jr. (Duke University), Charlotte, N. C.
 Byers, Frank Matthew, Jr. (Duke University), St. Petersburg, Fla.
 Cassady, George Edward, II (La Sierra College, University of Southern California), Los Angeles, Cal.
 Chambers, Robert Tillman (Duke University), Rowland, N. C.
 Christian, Charles Donald (University of Kansas, Duke University), Durham, N. C.
 Christie, John Norton, Jr. (Duke University), Jacksonville, Fla.
 Dixon, John Elliott (Duke University), Ayden, N. C.
 Dunn, John Thornton (Princeton University), Arlington, Va.
 Evans, Jack Craver (Duke University), Lexington, N. C.
 Evans, John Steed (Virginia Military Institute), Murfreesboro, N. C.
 Furth, John Jacob (Cornell University, Yale University School of Law, University of Tennessee), Lexington, N. C.
 Garcia, Gould Coates (Florida State University), Daytona Beach, Fla.
 Garcia-Trias, David Enrique (Johns Hopkins University), Hato Rey, Puerto Rico.
 Goldberg, Donald (Duke University), Bronx, N. Y.
 Graham, Thomas Caston (Duke University), Newnan, Ga.
 Griffin, Ashton Thomas, III (Duke University), Goldsboro, N. C.
 Grodsky, Leonard Herbert (University of North Carolina), Durham, N. C.
 Grunert, Donald Herman (The Citadel), Swannanoa, N. C.
 Guin, Thomas Duvall (Wake Forest College), Erwin, N. C.
 Handy, John Rutherford (Virginia Military Institute), Richmond, Va.
 Harris, Barry Conway (Duke University), Cresson, Pa.
 Hart, Elizabeth Hicks (Duke University), Durham, N. C.
 Hartsell, Charles Jacob, Jr. (Pfeffer Junior College, University of North Carolina), Oakboro, N. C.
 Heine, M. Wayne (University of Florida), Ocala, Fla.
 Hernandez, Rafael Ricardo (Duke University), Santurce, Puerto Rico.
 Howell, Talmadge Rudolph (Wake Forest College), Pikeville, N. C.
 Howerton, Philip Thomas (Davidson College), Charlotte, N. C.
 Hurlburt, James Cole (Duke University), Salem, Ohio.
 Ingalls, Jerry Milton (Macalester College), Rockingham, N. C.
 Johnson, Albin Willard (Duke University), Arlington, Va.
 Johnson, Herbert Fraser (Duke University), Tampa, Fla.
 Johnson, James Alfred (The Citadel), High Point, N. C.
 Jones, Billy Ernest (The Citadel), Port Orange, Fla.
 Jones, David Randolph (Davidson College), Durham, N. C.
 Kirkland, Thomas Alexander, Jr. (The Citadel), Charleston, S. C.
 Laughlin, Edward Humes (University of Virginia), Huntsville, Ala.
 Lee, James Mobley (Duke University), Birmingham, Ala.
 Lee, John Everett (Princeton University), Charlotte, N. C.
 Mahaley, Moses Stephen, Jr. (Charlotte College, Wake Forest College), Charlotte, N. C.
 Mallory, James Davis, Jr. (Princeton University), Anniston, Ala.
 Markee, Shirley June (Duke University), Durham, N. C.
 Mason, Dean Towle (Duke University), Bethesda, Md.
 McCracken, Clayton Houston, Jr. (Duke University), Asheville, N. C.
 Milam, John Halloway (Swarthmore College, University of North Carolina), New York, N. Y.
 Mitchell, Calvin Harrison (University of Tampa, University of Florida), Tampa, Fla.
 Moore, Irwin Bernard (Johns Hopkins University), Miami, Fla.
 Morphis, James Oscar, Jr. (Guilford College, University of North Carolina), Greensboro, N. C.
 Olsen, Roberta Louise (Bryn Mawr College), Durham, N. C.
 Phillips, Ran Lorenzo, II (Virginia Military Institute), Sterling, La.
 Pillow, Virginia Queen (Duke University), Eggertsville, N. Y.
 Porter, George H., III (Duke University), Atlanta, Ga.
 Rackley, Charles Edward (Duke University), Independence, Va.
 Rollins, Hal Judd, Jr. (University of North Carolina), Rockingham, N. C.
 Satterwhite, William Madison, Jr. (Wake Forest College), Wake Forest, N. C.
 Scheil, Charles Philip (Duke University), Jersey City, N. J.
 Shofor, Robert Jay (University of Pennsylvania), Baltimore, Md.
 Smiley, Douglas Frederick (Duke University), Los Angeles, Cal.
 Strader, Hunter Gordon, Jr. (Davidson College), Burlington, N. C.

Thorne, Lawrence George (Duke University), Beckley, W. Va.
 Thorne, Norman Alan (North Carolina State College, Duke University), Ahsoskie, N. C.
 Tucker, Daniel Noe, Jr. (Duke University), Wilmington, N. C.
 Tucker, Donald Hugh (Duke University), Greenville, N. C.
 Warner, Charles Ernest (University of Florida), Daytona Beach, Fla.
 Wergeland, Floyd Lawrence, Jr. (Montgomery Junior College, University of Maryland), Chevy Chase, Md.
 West, Edward Talmadge, Jr. (Davidson College, East Tennessee State College), Johnson City, Tenn.
 White, Alvyn Waverly, Jr. (Duke University), Pensacola, Fla.
 Wilson, Norman Jay (Duke University), Philadelphia, Pa.

THIRD-YEAR STUDENTS (CLASS OF 1957)

Anderson, Herbert Charles (Massachusetts Institute of Technology, Hofstra College, Dartmouth College, University of Miami), Coral Gables, Fla.
 Andrews, Billy Franklin (Wake Forest College), Graham, N. C.
 Bacon, George Edgar (Wesleyan University), Scarsdale, N. Y.
 Barnhill, Lamuel Edgar, Jr. (Duke University), Bethel, N. C.
 Barrick, Harry Welling, Jr. (Princeton University, Trinity College, San Antonio, Duke University), Watsonville, Cal.
 Bedell, Richard Ferrandou (Duke University), Scarsdale, N. Y.
 Blackard, William Griffith (Duke University), Asheville, N. C.
 Bowles, Lawrence Thompson (Duke University), Garden City, N. Y.
 Bressler, Rubin (McGill University, Harvard University), Bronx, N. Y.
 Bromberg, Albert Marvin (College of William and Mary), Jersey City, N. J.
 Bunn, Joseph Plummer (Duke University), Tarboro, N. C.
 Cannon, Stanley Joel (Duke University), Coral Gables, Fla.
 Creighton, James Burns, Jr. (University of Florida), Tampa, Fla.
 Dulin, Thomas Leroy (Duke University), Charlotte, N. C.
 Elder, Thomas David (Duke University), Scotia, N. Y.
 Ellington, Robert Norwood (University of North Carolina), Burlington, N. C.
 Fennell, Thomas Dudley Bogges (Harvard University, University of Miami), Homestead, Fla.
 Fisher, Elbert Luther, Jr. (Duke University), Durham, N. C.
 Freedy, Lucy Rawlings (Wake Forest College, Wingate Junior College, University of Southern California), Conway, N. C.
 Fulton, James Walker (Duke University), Leesburg, Va.
 Gibson, Thomas Guthrie, Jr. (Wake Forest College), Gibson, N. C.
 Givens, Dingess Monroe (Duke University), Pearisburg, Va.
 Hale, Lois Sue (University of Georgia), Decatur, Ga.
 Hall, James Samuel, Jr. (Duke University), Fayetteville, N. C.
 Harley, Eugene Lincoln (Bates College), Liberia, Africa.
 Harrison, Thomas Harold (West Virginia University), Huntington, W. Va.
 Hill, David Bennett (Wake Forest College, University of North Carolina, School of Public Health), Rutherfordton, N. C.
 Howell, Ralph Rodney (Davidson College), Concord, N. C.
 Howe, Ralph Melvin (Duke University), Fairfield, Ala.
 Hurst, Lawrence Ronald (Duke University), Mataoka, W. Va.
 James, Walter Scott, Jr. (Duke University), Waynesboro, Pa.
 Johnson, Paul Armstrong (Duke University), White Plains, N. Y.
 Karpman, Stephen Benjamin (Duke University), Washington, D. C.
 Keller, Donald Holland (Florida Southern College, Duke University), Plant City, Fla.
 Kirkman, Shirley Elizabeth (Duke University), High Point, N. C.
 Kitlowski, Edward John (Duke University), Baltimore, Md.
 Lackey, Dixon Alexander (Duke University), Asheville, N. C.
 LeBauer, Sidney Irwin (Duke University), Greensboro, N. C.
 Lewis, William Ralph, Jr. (University of North Carolina, University of South Carolina, Columbia, S. C.)
 Longstreth, Dorothy Bevis (University of Arizona), Princeton, N. J.
 McInnis, Angus Guy, Jr. (Davidson College), Sanford, Fla.
 Meltzer, Charles Curtis (University of N. C., University of Va.), Miami, Fla.
 Moseley, Robert Galloway (Duke University), Bluefield, W. Va.
 Myrick, Sam E., Jr. (Davidson College), Jacksonville, Fla.
 O'Mansky, Boris Louis (Duke University), Leeksville, N. C.
 O'Mansky, Samuel Isaac (Duke University), Leeksville, N. C.
 O'Neill, James Frank (Vanderbilt University), Miami, Fla.
 Painter, William Edward (Duke University), Mt. Holly, N. C.
 Pantelakos, Constantine George (Duke University), Rocky Mount, N. C.
 Patrick, Roman Lee, Jr. (Duke University), Englehard, N. C.
 Pepper, George (Duke University, Columbia University), New York, N. Y.
 Perkins, Henry Thomas, Jr. (Duke University), Durham, N. C.
 Pillsbury, Richard Theodric, Jr. (University of North Carolina), Salisbury, Md.
 Poston, Robert Lewis (Davidson College), Rocky Mount, N. C.
 Powell, Albert Henry, Jr. (Duke University), Durham, N. C.
 Proctor, William Ivan, Jr. (University of North Carolina), Raleigh, N. C.
 Redmond, James Seymour, Jr. (Duke University), Asheville, N. C.
 Reese, Owen, Jr. (Davidson College), High Point, N. C.
 Ridgeway, Nathan Alvah, Jr. (Furman University), Greenville, S. C.
 Rogers, Richard Lionel (Clemson College), Hartsville, S. C.
 Roughton, Ralph Emerson, Jr. (Duke University), Sandersville, Ga.
 Sanders, Clyde Vernon, Jr. (Centenary College), Monroe, La.
 Sappenfield, Luther Cook, Jr. (Davidson College), Charlotte, N. C.
 Satterfield, George Howard, Jr. (North Carolina State College), Raleigh, N. C.

Schulz, Harold Paul, Jr. (Menlo College, Tufts College, University of California), San Francisco, Cal.
 Schwartz, Melvin Jay (University of North Carolina), Wilmington, N. C.
 Seagle, Lee Marcus, Jr. (Davidson College), Black Mountain, N. C.
 Shingleton, Hugh Maurice (Duke University), Wilson, N. C.
 Smith, Robert Laber (Duke University), Shaker Heights, Ohio.
 Smith, Whitman Erskine, Jr. (Duke University), Albemarle, N. C.
 Solomon, Alan (Bucknell University), New York, N. Y.
 Spoto, Angelo Peter, Jr. (University of Florida), Tampa, Fla.
 Sweeney, Charles Leslie, Jr. (Cornell University), Wilmington, Del.
 Taylor, Robert Wade (University of Mississippi), Brooksville, Miss.
 Thorn, Drury Russell (University of Missouri), Kansas City, Mo.
 Weiss, Edward Bernard (University of Florida), St. Petersburg, Fla.
 Wilkes, Marcus Branch, Jr. (Erskine College, Middlesex Medical School), Laurinburg, N. C.
 Yancey, Henry Alexander, Jr. (Duke University), Charlotte, N. C.
 Zener, Karl Adams (Harvard University), Durham, N. C.
 Zerby, Arthur Wm. Elwood, Jr. (Albright College, Duke University), Reading, Pa.

FOURTH-YEAR STUDENTS (CLASS OF 1956)

Allison, Ronald Eugene (Duke University), Shaker Heights, Ohio.
 Barton, Dewey Lockwood (Bates College), Hasbrouck Heights, N. J.
 Benson, Gordon Donald (Drake University, University of Minnesota), Red Lake Falls, Minn.
 Brown, Edward B. (Duke University), Scranton, Pa.
 Bryan, William Blair (Wake Forest College), Battleboro, N. C.
 Carmichael, Daniel Erskine (Vanderbilt University), Birmingham, Ala.
 Carswell, Abel Paul, Jr. (Duke University, University of North Carolina), Durham, N. C.
 Coffin, Lewis Augustus, III (University of Virginia), New York, N. Y.
 Cranford, Harold Davis (University of North Carolina), Asheboro, N. C.
 Crenshaw, Marvin Carlyle, Jr. (Davidson College), Columbia, S. C.
 Culton, Julian Clark (Guilford College), Charlotte, N. C.
 Culton, Yancey Goelet, Jr. (Guilford College), Charlotte, N. C.
 Davis, William Alexander, Jr. (Davidson College, North Georgia College), Charlotte, N. C.
 Deiss, Elmer Andrew, Jr. (Princeton University), Lexington, Ky.
 Dickinson, William Andrew, Jr. (Virginia Military Institute), Cape Charles, Va.
 Dorsey, Charles Laing (Virginia Military Institute), Roanoke, Va.
 Dozier, Laurie Lester, Jr. (University of Miami, University of Florida, Duke University, Florida State University), Tallahassee, Fla.
 Easterling, James Frank (University of North Carolina), Rocky Mount, N. C.
 Failing, Robert Mayo (Western Carolina Teachers College, University of North Carolina), San Marino, Cal.
 Foster, Richard Sparre (Duke University), Washington, D. C.
 Fredricks, Richard Neil (Duke University), Miami Beach, Fla.
 Gehweiler, John Andrew, Jr. (Duke University), Jamaica, N. Y.
 Gibson, James Franklin (Duke University), Wilmington, N. C.
 Grunt, Jerome Alvin (Rutgers University, University of Kansas), Newark, N. J.
 Griffin, Harvey Lee, Jr. (University of North Carolina), Asheboro, N. C.
 Hardison, Joseph Hammond, Jr. (Duke University), Raleigh, N. C.
 Hassler, William Lada (Duke University), Shaker Heights, Ohio.
 Hollett, Alan Morton (Duke University), Wilmington, Del.
 Horne, Andrew Ferree (Davidson College, University of West Virginia, University of West Virginia School of Medicine), Welch, W. Va.
 Howard, Robert Mackay (Duke University), Savannah, Ga.
 Hutchin, Peter (Duke University), Cleveland, Ohio.
 Jackson, James Robert (Wake Forest College), Fayetteville, N. C.
 Jackson, Joseph Hoyt, Jr. (Centenary College, Duke University), Shreveport, La.
 Johnson, Douglas Marion (Emory University), Macon, Ga.
 Josefiak, Eugene Joseph (St. Joseph's College, University of Buffalo, Duke University), Durham, N. C.
 Kent, Horace Smith (Duke University), Mesa, Arizona.
 Koger, Edward Richard (University of Florida), Hialeah, Fla.
 Komrad, Eugene Leslie (Long Island University, Boston University), Yonkers, N. Y.
 Lang, Frank Alexander (Duke University), Ft. Lauderdale, Fla.
 Lee, Pope Matthews (Duke University), Asheville, N. C.
 Mangum, Vernon Pressley (University of North Carolina), Hamlet, N. C.
 McGough, W. Edward (St. Peter's College, Georgetown University School of Medicine), Washington, D. C.
 Metropoul, Harry Jack (Duke University), Manning, S. C.
 Miller, David Edmond (Duke University), Laurinburg, N. C.
 Mostellar, Henry Curtis (Duke University), Mobile, Ala.
 Neal, John William (Wingate Jr. College, Wake Forest College, University of North Carolina), Monroe, N. C.
 Newell, Bruce, Jr. (Duke University), Roxboro, N. C.
 Olansky, Sidney (New York University, University of Glasgow), Bronx, N. Y.
 Paulson, George W. (Yale University, Yale University School of Medicine), Raleigh, N. C.
 Pearson, Hugh Oliver, Jr. (Wake Forest College), Pinetops, N. C.
 Pollock, James Harold (Duke University), Westerville, Ohio.
 Preston, Edna Anne (Woman's College of the University of North Carolina), Ypsilanti, Mich.
 Ratchford, George Rufus, Jr. (Duke University), Gastonia, N. C.
 Renuart, Adhemar William (Duke University), Miami, Fla.
 Rollins, Robert LeRoy, Jr. (University of North Carolina), Farmville, N. C.

Roseberry, Philip Leon (Duke University), York, Pa.
 Ross, James Vincent, Jr. (Duke University), Easton, Pa.
 Sanford, Virginia Oates (Woman's College of the University of North Carolina, Wake Forest College), Greensboro, N. C.
 Schachter, Jerome Miles (Duke University), New York, N. Y.
 Schweig, Noel Asher (New York University, Wesleyan University, University of Utrecht Medical School, Holland), New York, N. Y.
 Shands, Joseph Walter, Jr. (Princeton University), Jacksonville, Fla.
 Shealy, Clyde Norman (Duke University), Camden, S. C.
 Shoemaker, Carroll Clifton (Wake Forest College), Raleigh, N. C.
 Sloan, James Marshall, III (Davidson College), Gastonia, N. C.
 Steele, Richard Austin (Wake Forest College, Duke University), Asheville, N. C.
 Steiner, Sheldon Haskell (New York University), New York, N. Y.
 Sterling, Lehman Newell (Duke University), Broomall, Pa.
 Strauss, Saul (Duke University), Brooklyn, N. Y.
 Stuart, Edward George (State Teachers College, Temple University, University of Pennsylvania), West Chester, Pa.
 Tanaka, Shin (Duke University), Durham, N. C.
 Townsend, James Joye (Duke University), Jacksonville, Fla.
 Turner, John Calhoun (Duke University), Fair Bluff, N. C.
 Vance, Thomas Doyle (Duke University), Spruce Pine, N. C.
 Walton, George Britain, Jr. (University of North Carolina), Chadbourn, N. C.
 Whanger, Alan Duane (Duke University), Cleveland, Ohio.
 Whitaker, Harry Applewhite (Davidson College), Rocky Mount, N. C.
 Wilbanks, George Dewey (Duke University), Tampa, Fla.
 Wilkinson, Charles Albert (Wake Forest College), Wake Forest, N. C.
 Wilson, Colon Hayes, Jr. (Duke University), Havelock, N. C.
 Windom, Robert Emerson (Duke University), St. Petersburg, Fla.
 Young, Hadley Rasch (The Citadel), Duluth, Minn.

SUMMARY

MEDICAL STUDENTS

	<i>Men</i>	<i>Women</i>	<i>Total</i>
First Year.....	74	3	77
Second Year.....	72	4	76
Third Year.....	76	4	80
Fourth Year.....	79	2	81
	301	13	314

PARAMEDICAL STUDENTS

School of Nursing.....	280	280
Dietetic Interns.....	10	10
Medical Technicians.....	20	20
Physical Therapists..... 6	21	27
Graduate Medicine.....229	6	235
Hospital Administration..... 13		13
Anesthesiology.....	7	7
X-Ray Technicians..... 2	8	10
	250	352
		602

CLASS OF 1955 WITH INTERSHIP APPOINTMENTS

Alexander, Gerald Laurence (Brooklyn, N. Y.), Duke Hospital
 Asbill, David St. Pierre, Jr. (Columbia, S. C.), Duke Hospital
 Bennett, Paul Clifford, Jr. (Kinston, N. C.), Duke Hospital
 Bell, Norman Howard (Gainesville, Ga.), Duke Hospital
 Bercovitz, Mary Caroline (Hillsboro, N. H.), Brockton Hospital, Brockton, Mass.
 Bethune, William Murphy, Jr. (Clinton, N. C.), Duke Hospital
 Bjerk, Edward Martin (Burlington, N. C.), V. A. Hospital, Long Beach, Calif.
 Blum, Laurence Michael (Brooklyn, N. Y.), V. A. Hospital, Long Beach, Calif.
 Bourgeois-Gavardin, Michel (Durham, N. C.), Duke Hospital.
 Bourland, William Lee (New York, N. Y.), U. S. P. H. S. Hospital, New Orleans, La.
 Bramlett, Charnner Williams (Spartanburg, S. C.), Duke Hospital
 Breibart, Sidney (Charleston, S. C.), Strong Memorial Hospital, Rochester, N. Y.
 Britt, Benjamin Earl (Durham, N. C.), Watts Hospital, Durham, N. C.
 Bynum, Rufus Sisson (Potsdam, N. Y.), Duke Hospital.
 Carver, David Harold (Chestnut Hill, Mass.), Johns Hopkins Hospital, Baltimore, Md.
 Chamberlain, Frank Harry (W. Orange, N. J.), Madigan Army Hospital, Tacoma, Wash.
 Combs, Joseph John, Jr. (Raleigh, N. C.), Duke Hospital
 Cowan, David Emerson (Burlington, N. C.), U. S. Naval Hospital, Philadelphia, Pa.
 Crowder, Thomas Harold, Jr. (Henderson, N. C.), Duke Hospital
 Cupp, Horace Ballard, Jr. (Atlanta, Ga.), Duke Hospital
 David, Arthur Kalil, Jr. (Jacksonville, Fla.), Duke Hospital
 Deyton, Robert Guy, Jr. (Winston-Salem, N. C.), Denver General Hospital, Denver, Colo.
 Dukes, Herbert Trice (Brandon, Fla.), Duke Hospital
 Farmer, John Lovelace, Jr. (Wilson, N. C.), Medical College of Va. Hospital, Richmond, Va.
 Fox, Norman Albright, Jr. (Guilford College, N. C.), Univ. of Michigan Hospital, Ann Arbor, Mich.

- Gore, John Pratt (Asheville, N. C.), Watts Hospital, Durham, N. C.
 Gore, Tom Winfield (Haleyville, Ala.), Duke Hospital
 Goree, John Ashley (San Diego, Calif.), Los Angeles County Hospital, Los Angeles, Calif.
 Goswick, Claude Benjamin, Jr. (Durham, N. C.), Cincinnati General Hospital,
 Cincinnati, Ohio
 Graham, Frederick William, Jr. (Charleston, W. Va.), University of Michigan Hospital,
 Ann Arbor, Mich.
 Graham, John Douglas (Devils Lake, N. D.), Methodist Hospital, Indianapolis, Ind.
 Haim, Liam (Yonkers, N. Y.), Cincinnati General Hospital, Cincinnati, Ohio
 Hilgartner, Margaret Wehr (Baltimore, Md.), N. Y. University College of Medicine Hosp.,
 New York, N. Y.
 Ira, Gordon Henry, Jr. (Jacksonville, Fla.), Duke Hospital
 James, Joseph McCraw (Wilmington, N. C.), Duke Hospital
 James, Robert Earl, Jr. (Robersonville, N. C.), Brooke Army Hospital, San Antonio, Tex.
 Jelks, Allen Nathaniel (Ft. Lauderdale, Fla.), Johns Hopkins Hospital, Baltimore, Md.
 Johnson, Harry Wallace (Weldon, N. C.), Univ. of Virginia Hospital, Charlottesville, Va.
 Johnston, Cyrus Conrad, Jr. (Mooresville, N. C.), Duke Hospital
 Jones, Edward Lenoir (High Point, N. C.), City of Detroit Receiving Hosp., Detroit, Mich.
 Kinneman, Robert Eugene (Greenfield, Ind.), U. S. Naval Hosp., San Diego, Calif.
 Lang, William Steve, Jr. (Vidalia, Ga.), Wm. Beaumont Army Hospital, El Paso, Tex.
 Langley, John Thomas (Kinston, N. C.), Duke Hospital
 Langstaff, Quintus Aden (Nashville, Tenn.), Univ. of Michigan Hospital, Ann Arbor, Mich.
 Leslie, Robert Andrew (Bristol, England), Seattle General Hospital, Seattle, Wash.
 Lipton, Harold Pons (Beechurst, L. I., N. Y.), Denver General Hospital, Denver, Colo.
 Mandrick, Fred Harold (Williston, N. D.), Cook County Hospital, Chicago, Ill.
 McAuley, Eurid Reid, Jr. (Charlotte, N. C.), Univ. of Virginia Hospital, Charlottesville, Va.
 McCall, Ben Waring (Jacksonville, Fla.), Duke Hospital
 Nerwarth, Charles Richard (Cranford, N. J.), Upstate Medical Center Hospital,
 Syracuse, N. Y.
 Mitchell, David Crerar (Grosse Pointe, Mich.), Univ. of Michigan Hospital, Ann Arbor, Mich.
 Morgan, Beverly Carver (Los Angeles, Calif.), Stanford Univ. Hospital, Los Angeles, Calif.
 Neal, Charles Bodine, III (Millville, N. J.), Duke Hospital
 Ocker, John McClellan, Jr. (Philadelphia, Pa.), Duke Hospital
 Pagter, Amos Townsend, Jr. (Washington, D. C.), Strong Memorial Hospital,
 Rochester, N. Y.
 Pierce, John Arthur (Ocean Grove, N. J.), Hartford Hospital, Hartford, Conn.
 Reeves, John Wesley, Jr. (Fairmont, W. Va.), Duke Hospital
 Saunders, Donald Eugene, Jr. (Columbia, S. C.), Duke Hospital
 Silbergeld, Sam (Carlinville, Ill.), Cincinnati General Hospital, Cincinnati, Ohio
 Silver, Donald (Asheville, N. C.), Duke Hospital
 Simon, Harold (Trenton, N. J.), Chelsea Naval Hospital, Chelsea, Mass.
 Sledge, John Burton, Jr. (Rich Square, N. C.), Charlotte Memorial Hospital,
 Charlotte, N. C.
 Slocumb, Marvin Benton (Macon, Ga.), Veterans Administration Hospital, Atlanta, Ga.
 Smith, Richard Bowden (Durham, N. C.), Medical College of Virginia Hosp., Richmond, Va.
 Snow, John Wesley (Gainesville, Fla.), Duke Hospital
 Steagall, Robert Worth, Jr. (Charlotte, N. C.), U. S. Naval Hospital, Charleston, S. C.
 Stokes, Thomas Angier, Jr. (Durham, N. C.), Roper Hospital, Charleston, S. C.
 Taylor, Everett Lester, Jr. (Mt. Airy, N. C.), Greenville General Hospital, Greenville, S. C.
 Thames, Thomas Byron (Miami, Fla.), Walter Reed Army Hospital, Washington, D. C.
 Vitols, Edite (Butner, N. C.), N. C. State Hospital, Butner, N. C.
 Watson, David Earl (Okmulgee, Oklahoma), Univ. of Michigan Hospital, Ann Arbor, Mich.
 West, Bryan Clinton, Jr. (Kinston, N. C.), Duke Hospital
 Wiggs, Eugene Overbey (Anniston, Ala.), Denver General Hospital, Denver, Colo.
 Wiita, Robert Matthew (Monessen, Pa.), Duke Hospital
 Wilder, Buna Joe (Gainesville, Fla.), Madigan General Army Hospital, Ft. Lewis, Wash.
 Williams, Dana Steeves (Reading, Mass.), Wm. Beaumont Army Hospital, Ft. Bliss, Tex.
 Young, James Morningstar (Massillon, Ohio), U. S. Naval Hospital, Bethesda, Md.

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Shuford, W. H.	40	Thomas, W. L.	30
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Silbergeld, S.	70	Thompson, H. S.	44
Silver, D.	35	Thompson, M. D.	15
Silver, G. A.	38	Thorn, D. R.	68
Silverman, A. J.	38	Thorne, L. G.	67
Singletary, W. V.	27	Thorne, N. A.	67
Simon, H.	70	Thurston, T. G.	41
Skinner, B. S.	34	Timmerman, W. B.	46
Sledge, J. B., Jr.	70	Tindall, G. T.	28
Sloan, J. M., III	69	Tindall, J. P.	65
Slocumb, M. B.	70	Titus, B. R.	63
Smiley, D. F.	66	Tope, S. L., Jr.	65
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Smith, J. A.	62	Tu, Y. C.	33
Smith, J. G.	27	Tucker, D. H.	67
Smith, J. L.	46	Tucker, D. N., Jr.	26
Smith, L. E.	62	Tucker, W. B.	69
Smith, P. W.	28	Turner, J. C.	30
Smith, R. B.	70	Turner, V. H.	47
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Wallace, A. G.	65	Williams, D. S.	70
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Walton, G. B.	69	Williams, M.	66
Wang, H. S.	39	Wilder, B. J.	70
Wang, K. C.	41	Wilkes, M. B., Jr.	68
Wannamaker, W. H.	3	Wilson, C. H., Jr.	69
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Watson, C. A.	62	Woods, A. H.	28
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BULLETIN
OF
DUKE UNIVERSITY



The School of Nursing
The Division of Nursing Education

ANNOUNCEMENTS FOR 1956-1957

Annual Bulletins

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For BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

For BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

For BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

For BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

For BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY

THE SCHOOL OF NURSING



1956-57

DURHAM, NORTH CAROLINA
1956

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Calendar of the School of Nursing and of the Colleges



SUMMER TERM OF THE SCHOOL OF NURSING AND SUMMER SESSION OF DUKE UNIVERSITY

1956

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|------------------------|---------|--|
| May | 28. | Monday. Clinical Instruction begins for Summer Term for pre-registered students in School of Nursing. |
| June | 10. | Sunday. Dormitories open for new students. |
| June | 10. | Sunday. 7:30 P.M. Orientation begins for new students. |
| June | 11. | Monday. Registration for new students in School of Nursing. |
| June | 12. | Tuesday. Last day for registration in Summer Session courses. |
| June | 13. | Wednesday. Instruction begins in all courses in first term of Summer Session and in 6-week courses in School of Nursing. |
| June | 30. | Saturday. A holiday. No Summer Session classes meet. |
| July | 4. | Wednesday. All classes meet. |
| July | 16, 17. | Monday, Tuesday. Final examinations for first term Summer Session courses. |
| July | 19. | Thursday. Registration for new students for second term Summer Session. |
| July | 20. | Friday. Final examination for six-week courses in School of Nursing. Instruction begins in all second term Summer Session courses. |
| July | 23. | Monday. Instruction begins for second term 6-week courses in School of Nursing. |
| August | 4. | Saturday. A holiday. No Summer Session classes meet. |
| August 22, 24. | | Wednesday, Thursday. Final examinations for all 3 semester hour Summer Session courses. |
| August 31-September 1. | | Friday, Saturday. Final examinations for second term 6-week courses in School of Nursing. |

The Academic Year 1956-57

1956

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| September | 13. | Thursday. 7:30 P.M. Assembly for all entering freshmen and students with advanced standing. |
| September | 17. | Monday. Clinical Instruction begins for Fall Term. Registration and matriculation of all students who have not pre-registered. |
| September | 19. | Wednesday. Final day for registration. |
| September | 20. | Thursday. Fall semester classes begin in the Colleges. |
| November | 5. | Monday. Last day for reporting Mid-semester grades. |

- November 21-27. Thanksgiving recess for freshman and sophomore students in the School of Nursing. Recess begins Wednesday at 5:00 P.M. Classes resume Monday, 8:00 A.M.
- November 22. Thursday. Holiday. School of Nursing.
- November 23, 24. Friday, Saturday. Classes for Juniors and Seniors will meet as scheduled.
- December 11. Tuesday. Founders' Day.
- December 20. Thursday. 12:30 P.M. Christmas recess begins for freshman and sophomore students in the School of Nursing.

1957

- January 3. Thursday. 8:00 A.M. All classes resume.
- January 12. Saturday. Fall semester classes in colleges end.
- January 15. Tuesday. Final examinations begin.
- January 25. Friday. Final examinations end.
- January 28. Monday. Clinical Instruction begins for spring term in School of Nursing.
- January 28. Monday. Registration and matriculation of new students in the colleges.
- January 29. Tuesday. Last day for matriculation for the Spring Semester.
- January 30. Wednesday. Spring semester classes begin in the colleges.
- March 13. Wednesday. Last day for reporting mid-semester grades.
- March 23. Saturday. 12:30 P.M. Spring recess begins for freshman and sophomore students in School of Nursing.
- April 1. Monday. 8:00 A.M. All classes are resumed.
- May 17. Friday. 5:00 P.M. Spring semester classes end in the colleges.
- May 20. Monday. Final examinations begin.
- May 27. Monday. Clinical Instruction begins for Summer Term in School of Nursing.
- May 30. Thursday. Final examinations end.
- June 1. Saturday. Commencement begins.
- June 2. Sunday. Commencement Sermon.
- June 3. Monday. Graduating Exercises.

Officers of the School for the Year 1955-1956



General Administration

ARTHUR HOLLIS EDENS, Ph.D., LL.D. <i>President of the University</i>	2138 Myrtle Drive
PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education</i>	2816 Dover Road
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations</i>	813 Vickers Avenue
HERBERT JAMES HERRING, M.A., LL.D. <i>Vice-President in the Division of Student Life</i>	2010 Myrtle Drive
ALAN KREBS MANCHESTER, Ph.D. <i>Dean of Undergraduate Studies</i>	2016 Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Comptroller</i>	614 West Campus Drive

School of Nursing Administration

ANN MADELINE JACOBANSKY, R.N., M.Ed. <i>Dean of the School of Nursing</i>	Westover Park Apartments
LELIA ROSS CLARK, R.N., M.A. <i>Director of Nursing Service</i>	Poplar Apartments
RUTH MAE KOCH, M.S. <i>Counselor for Students</i>	Hanes House
MURIEL SCHUMACHER, R.N. <i>Supervisor of Student Health</i>	6 Sylvan Road

Committee on Health Affairs

W. C. DAVISON, <i>James B. Duke Professor of Pediatrics, Dean of the School of Medicine and Chairman of the Committee on Health Affairs.</i>
ANN M. JACOBANSKY, <i>Professor of Nursing, Dean of the School of Nursing.</i>
ROSS PORTER, <i>Professor of Hospital Administration and Superintendent of Duke Hospital.</i>
E. W. BUSSE, <i>Professor of Psychiatry.</i>
BAYARD CARTER, <i>Professor of Obstetrics and Gynecology.</i>
LELIA R. CLARK, <i>Professor of Nursing Service.</i>
W. D. FORBUS, <i>Professor of Pathology.</i>
F. G. HALL, <i>Professor of Physiology and Pharmacology.</i>
PHILIP HANDLER, <i>Professor of Biochemistry.</i>
JEROME S. HARRIS, <i>Professor of Pediatrics.</i>

DERYL HART, *Professor of Surgery.*

J. E. MARKEE, *James B. Duke Professor of Anatomy.*

ELIZABETH MOSES, *Assistant Professor of Nursing.*

W. P. J. PEETE, *Assistant Professor of Surgery, Assistant to the Dean of the School of Medicine.*

K. E. PENROD, *Associate Professor of Physiology and Pharmacology and Assistant to the Dean of the School of Medicine.*

R. J. REEVES, *Professor of Radiology.*

D. T. SMITH, *James B. Duke Professor of Bacteriology.*

E. A. STEAD, JR., *Florence McAlister Professor of Medicine.*

Four other members of the faculty holding the rank of Assistant Professor or above, by alphabetical rotation.

Faculty

MRS. EDITH PERRYMAN BROCKER, R.N., M.A.
Assistant Professor of Nursing

16 Rogerson Drive, Chapel Hill

EMILY BENTLEY CAMPBELL, R.N., B.S.
Assistant Instructor in Nursing

920 Second Street

MRS. DOROTHY STAUB CAUDLE, R.N.
Assistant Instructor in Nursing

311 W. Trinity Avenue

LELIA ROSS CLARK, R.N., M.A.
Professor of Nursing Service

Poplar Apartments

MARTHA LEE COVINGTON, R.N., B.S.N.
Instructor in Nursing

810 Demerius Street

AUDREY MURLE EVANS, B.S.
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409 Cook Street

THELMA INGLES, R.N., M.A.
Associate Professor of Nursing Education

1412 North Duke Street

ANN MADELINE JACOBANSKY, R.N., M.Ed.
Professor of Nursing

Westover Park Apartments

BETTY SUE JOHNSON, R.N., B.S.
Instructor in Psychiatric Nursing

924 Trinity Avenue

MRS. DOROTHY KAMIN, R.N.
Assistant Instructor in Out-Patient Nursing

2417 Perkins Road

*LOIS KNOWLES, R.N., B.S.N.
Instructor in Nursing

LUCY KOESY, R.N., B.S.
Assistant Instructor in Pediatric Nursing

Bel Air Apartments No. 10

AILEEN LEDFORD, R.N.
Assistant Instructor in Obstetric Nursing

920 Second Street

PAULINE WAYNE McCASKILL, R.N., B.S.
Instructor in Medical-Surgical Nursing

2611 Guess Road

SANDRA McDUGAL, R.N., B.S.N.
Assistant Instructor in Nursing

924 Trinity Avenue

NANCY MCKELVEY, R.N., B.S.
Assistant Instructor in Nursing

Bel Air Apartments No. 2

MARGARET EMMA MILLER, R.N., B.S.
Instructor in Medical-Surgical Nursing

2113 Englewood Avenue

* Absent on leave, September, 1955-August, 1956.

ELIZABETH MOSES, R.N., M.Ed. <i>Assistant Professor of Nursing</i>	Faculty Apartments
ANNA PAINTER, R.N., B.S. <i>Instructor in Pediatric Nursing</i>	3000 Chapel Hill Road
MRS. VERA STICHT, R.N., B.S. <i>Instructor in Medical-Surgical Nursing</i>	2117 Englewood Avenue
MRS. MARY C. THOMSON, R.N., B.S. <i>Instructor in Operating Room Nursing</i>	402 Buchanan Boulevard
DOROTHY WILKINSON, R.N. <i>Assistant Instructor in Medical-Surgical Nursing</i>	108 Buchanan Boulevard
RUBY WILSON, R.N., B.S. <i>Assistant Instructor in Medical-Surgical Nursing</i>	1420 Broad Street
HALINA ZUKOWSKI, R.N., M.L. <i>Assistant Professor of Nursing</i>	918 Monmouth Avenue

Instruction in the School of Nursing is given by members of the general faculty and the faculty of the School of Medicine listed in the respective bulletins.

ASSISTANTS

MARION BATCHELOR, R.N. <i>Supervisor, Operating Room</i>	LILLIAN G. MASON, R.N. <i>Head Nurse, Simms-Williams Ward</i>
GERALDINE BODIE, R.N., A.B., B.S. <i>Head Nurse, Osler Ward</i>	MARGARET MITCHELL, R.N., B.S. <i>Assistant Director of Nursing Service</i>
GRETCHEN J. CHEEK, R. N. <i>Supervisor, Central Supply Service</i>	ELSIE MOSS, R.N. <i>Supervisor, Night Nursing Service</i>
RUTH CHURN, R.N. <i>Head Nurse, Delivery Room</i>	MARTHA O'SHAUGHNESSY, R.N. <i>Head Nurse, Meyer Ward</i>
SARAH COZAD, R.N. <i>Head Nurse, Premature Nursery</i>	ROSE H. PENDERGRASS, R.N. <i>Supervisor, Evening Nursing Service</i>
PAULINE DAVIS, R.N., B.S.N. <i>Head Nurse, Strudwick Ward</i>	HELEN PLYLER, R.N. <i>Head Nurse, Cushing Ward</i>
JOSEPHINE DUNN, R.N. <i>Supervisor, Evening Nursing Service</i>	MILDRED SHERWOOD, R. N. <i>Supervisor, Pediatric Nursing Service</i>
GERTRUDE ELLIOTT, R.N. <i>Supervisor, Obstetric-Gynecology Nursing</i>	MILDRED SHINNICK, R.N. <i>Head Nurse, McDowell Ward</i>
FRANCES FARRINGTON, R.N. <i>Head Nurse, Holmes Ward</i>	ANNE SNELL, R.N. <i>Head Nurse, Recovery Room</i>
ANNE FULLER, R.N. <i>Head Nurse, Welch Ward</i>	MARIE STROTHER, R.N. <i>Head Nurse, Long Ward</i>
ELIZABETH GILBERT, R.N. <i>Supervisor, Medical Nursing Service</i>	MARY STEELE, R.N. <i>Head Nurse, Howland Ward</i>
SUSANNE JADLOCK, R.N. <i>Head Nurse, Nott Ward</i>	JULIA SUITT, R.N. <i>Supervisor, Out-Patient Clinic</i>
SARAH JEFFREYS, R.N. <i>Supervisor, Surgical Nursing Service</i>	NANCY TAYLOR, R.N. <i>Head Nurse, Cabel Ward</i>
BETTY SUE JOHNSON, R.N., B.S. <i>Supervisor, Psychiatric Nursing Service</i>	BETTY JEAN BROOKS, R.N. <i>Head Nurse, Minot Ward</i>
MINNIE JONES, R.N. <i>Head Nurse, Halsted Ward</i>	ELENORA TORRENCE, R.N. <i>Head Nurse, Matas Ward</i>
MYRTLE LEONARD, R.N. <i>Supervisor, Night Nursing Service</i>	MYRTLE WHITAKER, R.N. <i>Head Nurse, Drake Ward</i>
PEARLINE MCJENKIN, R.N. <i>Head Nurse, Central Supply Room</i>	JOHANNA WILLIAMS, R.N. <i>Head Nurse, Prevost Ward</i>

Staff

MYRTLE ANDERSON, A.B. <i>Librarian</i>	309 Elizabeth Street
BARBARA S. SILAS <i>Secretary to the Dean</i>	821 Sixth Street
ESTHER A. MECCA <i>Secretary to Faculty</i>	2505 Cascadilla Street
ESTHER M. WELLER <i>Records Clerk</i>	Carolee Apts., Elder Street
RUTH L. WALTERS <i>Director of Residence</i>	Hanes House

Division of Nursing Education

ADMINISTRATION

ROBERTA FLORENCE BRINKLEY, Ph.D. <i>Dean of Woman's College</i>	East Campus
MARIANNA DUNCAN JENKINS, Ph.D. <i>Associate Dean of Undergraduate Instruction, Woman's College</i>	619 Morehead Avenue
MRS. ELIZABETH ANDERSON PERSONS, A.M. <i>Director of Admissions, Woman's College</i>	612 Swift Avenue
WILLIAM H. CARTWRIGHT, Ph.D. <i>Chairman, Department of Education</i>	942 Lambeth Circle
THELMA INGLES, R.N., M.A. <i>Director, Division of Nursing Education</i>	1412 Duke Street

Curriculum Committee for School of Nursing

Chairman: Dean Ann M. Jacobansky.

Assistant in Charge of Nursing Education: E. Moses.

Professor of Nursing Service: L. R. Clark.

School of Nursing Faculty: E. P. Bocker, T. Ingles

Department of English: F. E. Bowman.

Department of Psychology: N. Garnezy.

Preclinical Department, School of Medicine: D. T. Smith.

Clinical Department, School of Medicine: E. A. Stead.

Ex-Officio: Dean A. K. Manchester, Dr. K. E. Penrod.

Faculty Committees

Admissions: Jacobansky, Bocker, Ingles, Johnson, Moses, Schumacher, Weller, Wilson.

Educational Planning: Ingles, Bocker, Campbell, Clark, Covington, Ledford, Moses, Painter, Patelidas (student), Sticht, Zukowski.

Library: McCaskill, Anderson, Kamin, Campbell, Harlan (student), Whitley (student).

Student Health: Schumacher, Johnson, Kamin.

General Information



Programs

THE School of Nursing offers two programs; a three-year program leading to a diploma in Nursing and a four-year program leading to the degree of Bachelor of Science in Nursing. Graduates from these programs are eligible to take the State Board Examination for the title of Registered Nurse. The Division of Nursing Education of Duke University offers to graduate nurses a program leading to the degree of Bachelor of Science in Nursing Education. This division is closely associated with the School of Nursing and the program is described in this bulletin, but admission is through the Woman's College.

The courses leading to the diploma are designed to provide an educational program enabling the students to develop skills, knowledge, and attitudes needed for nursing service in hospitals and homes. Included in the program are experiences in the classroom, in the laboratory, and in Duke Hospital. Students in this program participate in general campus activities and share with other undergraduates opportunities for personal development. Students who wish to work toward the diploma in Nursing must apply for admission to the School of Nursing of Duke University.

Students in the program leading to the degree of Bachelor of Science in Nursing have the opportunity to secure a background of knowledge and appreciation as well as skills and attitudes which aid them in interpreting their experiences in nursing. Included in this program are classroom and laboratory experiences with the students in the colleges and clinical experience in nursing with the students and personnel in Duke Hospital and other community agencies. Students in this program are prepared for first level positions in hospitals. Graduate nurses who meet the requirements for admission may be admitted to this program.

The program leading to the degree of Bachelor of Science in Nursing Education is planned for nurses holding a diploma in Nursing who wish to prepare themselves as teachers in schools of nursing or administrators in nursing service. Students who wish to work toward the degree of Bachelor of Science in Nursing Education must apply for admission to the Woman's College of Duke University.

History

The School of Nursing of Duke University was established in 1931 in association with the School of Medicine of the University and Duke Hospital through the gift of the late James B. Duke. The School of Nursing is a member of the Committee on Health Affairs which promotes the common interests of the Medical School, School of Nursing, and Duke Hospital. A curriculum Committee, appointed by the President with representation from the administration of the University, the undergraduate colleges, the Medical School and the School of Nursing supervises the curriculum of the School of Nursing.

Facilities

The facilities for instruction include the facilities available in the undergraduate, professional, and graduate schools and colleges of Duke University and the clinical facilities of Duke Hospital and of the North Carolina Cerebral Palsy Hospital. The facilities of the Veterans Hospital in Durham may be made available at some future time.

In a wing of Hanes House are located the administrative offices of the School of Nursing, a large classroom seating 100 people and equipped with audio-visual aids, a small classroom seating 50 people and equipped with a screen and movie projector, a nursing arts laboratory with equipment for nursing practice for sixteen students, a conference room for faculty committees, small discussion groups and student council meetings. The School of Nursing also uses the laboratories of the Medical School for courses in science and classrooms in the hospital for clinical nursing courses.

A reference library of 2,404 books and periodicals of special interest to students majoring in nursing is located in Hanes House. Students may use the general libraries on the East and West Campuses and the Duke Hospital Library. A collection of visual aids including films is being assembled with an index in the library for the use of students and instructors in the School of Nursing.

Duke Hospital has every modern convenience for the diagnosis, proper nursing care, welfare and comfort of the patients including 562 hospital beds, 30 bassinets, a large public out-patient department, a large private diagnostic clinic and offices and examining rooms for the doctors who serve on the staff of the hospital. There are very close relationships established between the hospital and the Health Departments in North Carolina. A system for referral of patients to the nursing service of the Health Departments has been established between the supervisors of the nursing service in the hospital and the nursing service of the Health Department.

The beds in Duke Hospital are assigned to the various services as follows: Medicine, including dermatology and neurology, has 155 beds; surgery, including urology, otolaryngology, ophthalmology, and orthopaedics, 257; obstetrics, 37; and 30 bassinets; neuropsychiatry 30; and pediatrics, 83. There are 209 private rooms and semiprivate cubicles included in the figures above; 12 air-conditioned operating rooms, 2 obstetric delivery rooms. Except for emergencies, all patients are admitted to the hospital from either the out-patient clinic or the private diagnostic clinic.

The hospital has been approved for internships and residencies by the Council on Medical Education and Hospitals of the American Medical Association and is approved by Joint Commission for Accreditations of Hospitals.

The out-patient department has an average of 344 visits per day. All services including psychiatry carry on an active program in the out-patient departments. Students are assigned to the out-patient department during their program in the School of Nursing. The first assignment is in the first year, to give the student some knowledge of the background of her patients; subsequent assignments are planned concurrently with the experience on each service.

The Summer Session

The programs in the School of Nursing include courses in the Summer Session each year. Students in the School of Nursing have their courses approved in the School of Nursing and pre-register with the Summer Session office. Students from other colleges and universities who are admitted to the School of Nursing with advanced standing are expected to enroll in the Summer Session to make up deficiencies. Arrangements for registration are made through the office of the Dean of the School of Nursing.

The Summer Session of 1956, will include two terms: Term I, June 12 to July 17, Term II, July 19 to August 23. By attending both terms it is possible for a student to earn as many as twelve semester hours of credit.

While the basic purpose of the Summer Session is to serve the academic and the professional requirements of those who are interested in their own educational advancement, the University recognizes the need of, and provides for, a varied recreation program both athletic and social.

University fees are charged at the rate of \$15 per semester hour for those admitted with advanced standing. Board at Duke Hospital is \$10.00 per week per person, room is \$5.25 per week for each occupant of a double room, and laundry is \$0.50 a week. A bill will be sent to all pre-registered students to permit payment in advance.

Awards

THE FLORENCE NIGHTINGALE PLAQUE: The Florence Nightingale plaque is awarded to a graduating student by the Alumnae Association for leadership, scholarship and nursing skill.

THE MOSELEY AWARD: The Moseley Award of \$25.00 is given to the student in the senior class who has shown the most skill in Nursing Arts throughout her program in the School of Nursing.

Student Government Association

The purpose of this organization is to regulate all matters pertaining to the life of women of Duke University School of Nursing not under the jurisdiction of the faculty; to increase a sense of individual responsibility; and to cooperate with the faculty in creating and maintaining high ideals for the nurses of the University.

THE HONOR SYSTEM: The purpose of the Honor System is to secure the cooperation of the student body in maintaining honorable conduct in all relations of student, professional and social life. It applies to every student in the School of Nursing. The Honor System is a vital directive force in all phases of each student's life and is a major working part of the Student Government Association.

Santa Filomena

Santa Filomena, the Senior Honorary of the Duke University School of Nursing, was organized in April, 1944, under the sponsorship of the 1943 class. The purpose of this organization is to recognize achievement and promote leadership.

The members are chosen from the rising Senior Class and are publicly tapped by the old members at the first meeting of the SGA in their senior year, the number chosen not exceeding nine or being less than five. Each candidate must show recognized qualities of leadership or must have made some contribution toward the betterment of the School of Nursing. She must have demonstrated superior nursing abilities and her scholastic record must be C or above throughout her first two years.

Santa Filomena strives for better interclass relations, and to promote better nursing and higher nursing standards. The specific objectives are chosen by the members each year. All proceedings of the meetings of this organization are held in secrecy as are all ceremonies except the public tapping of the new members. The Santa Filomena's flower is the white lily and the members wear a small gold Florence Nightingale lamp.

Alumnae Association

The Alumnae Association was formed for the purpose of rendering mutual help and improvement in professional work, and for the promotion of good fellowship among the graduates of the School.

The Alumnae Association cooperates with the North Carolina State Nurses' Association and the American Nurses' Association in working for the professional and educational advancement of nursing.

Alumnae Notes, a quarterly news publication, furnishes items of interest to the members of the Association.

Admission



Application for Admission

APPLICATIONS for admission to the School of Nursing should be made to the Committee on Admissions of the School of Nursing, Hanes House, Duke University, Durham, N. C. Application forms will be sent on request.

Admission

Applicants may qualify for admission to one of the two programs in the School of Nursing as members of the Freshman Class or as students with advanced standing. Since the profession of nursing requires women with a high sense of integrity and responsibility, with culture and intelligence, whose predominant interest is service, the Admissions Committee will select the applicants who, in its opinion, seem best qualified for nursing. The Admissions Committee must have on file the records indicating the fulfillment of the following requirements before considering an applicant.

1. Graduation from high school with fifteen units of credit as indicated.
2. Aptitude and achievement tests.
3. Three recommendations.
4. Interviews.
5. Transcript of college courses for those who have attended college.

Specific Requirements

I. All applicants for admission to the School of Nursing must present at least fifteen acceptable units of secondary school credit. A unit of credit is allowed for a course of study pursued throughout an academic year at an accredited secondary school, if the course has been completed satisfactorily.

1. Twelve units must be in English, foreign language, history and social studies, mathematics, and natural science; and must include:
 - (a) English—3 units.
 - (b) Algebra—1 unit.
 - (c) Plane geometry—1 unit.

2. The three remaining units are elective and may be selected from those subjects for which the school allows credit toward graduation; but it is recommended that they also be selected from the five subject fields listed above.

Other units offered in subjects not included in this list will be considered for acceptance on the basis of full statements transmitted with the applicant's record from the school recommending her.

II. Satisfactory scores on a battery of aptitude and achievement tests.

III. Three recommendations, two of which must come from recent high school or college instructors.

IV. Interviews with two members of the Duke University School of Nursing faculty, whenever possible.

V. Records of recent physical and dental examination.

A complete physical examination is given at Duke Hospital during the Orientation Period and required before final acceptance is made to the school. The examination also includes a chest X-ray, blood and urine studies and skin tests.

ADMISSION TO ADVANCED STANDING IN THE SCHOOL OF NURSING: An applicant for advanced standing must have fulfilled the equivalent of the requirements for admission, must present official certificates of all work completed in other institutions, and must have an honorable dismissal from each institution previously attended. Credit for work completed will be determined in relation to the curriculum requirements of the School of Nursing. Applicants admitted with advanced standing to the second year may make up deficiencies for admission by attending the Summer Session.

A limited number of graduate nurses may be admitted by transfer into the basic degree program provided they meet the requirements. Selection will also be made on the basis of performance as students in Nursing, and on the basis of satisfactory results on the Graduate Nurse Qualifying Examination.

Applicants for advanced standing in the School of Nursing should present, as far as possible, subjects corresponding to those required by the School. They may not, during their first semester, register for more than the minimum number of hours required of the class which they enter, except by permission of the Dean of the School of Nursing.

Transfer credits are tentatively evaluated pending the completion of two semesters of work in residence. To validate provisional credits the student must earn at least an average of C in a normal load of work. Transfer grades of C or above are rated at one quality point per credit hour when validated. Credits with grades of D are not acceptable.

The maximum amount of credit acceptable from a junior college is 60 semester hours, exclusive of physical education. No credit is given for work completed by correspondence, and credit for no more than six semester hours is allowed for extension courses. Any extension work accepted must be approved through the dean.

Financial Information and Living Accommodations



FEES paid by students and nursing services of the students to the hospital cover only a part of the cost of their instruction and maintenance and the operation of the University. Income from endowment and contributions from alumni, alumnae, and other public-spirited men and women meet the balance.

Fees and Estimated Expenses—Diploma Program

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc.

One half of the first year tuition fee and general fee is payable on admission, and the balance in equal payments at the beginning of the fall and spring semesters. Tuition and general fees for the subsequent years is payable in equal payments at the beginning of the fall and spring semesters. An activities fee of \$15.00 is charged each year. Payment of uniforms is made directly to the uniform company. Each student is responsible for payment of necessary replacements.

	<i>Summer Session 12 Weeks</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>
Tuition		\$100.00	\$100.00	\$100.00
General Fee		25.00	25.00	25.00
Room	\$ 63.00			
Board	120.00			
Laundry	6.00			
Books		40.00	10.00	10.00
Activities		15.00	15.00	15.00
Uniforms	76.43			13.70
Room Key Deposit.....	1.00			
	<u>\$266.43</u>	<u>\$180.00</u>	<u>\$150.00</u>	<u>\$163.70</u>

A student will not attend classes unless she has complied with all regulations concerning registration and payment of charges for a term.

After the first Summer Session, Duke Hospital provides board, room and laundry for students in the School of Nursing in return for nursing service which the student contributes during her assignments in the hospital.

Students may have bills sent to parents or guardians provided the Treasurer has been notified in writing with sufficient antecedence. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until her account is settled in full; subsequent withdrawal does not entitle her to a refund. A student is not considered as a candidate for graduation unless she has settled with the Treasurer for all her indebtedness to the University. A student who has not settled all her bills with the Treasurer is not allowed to stand the final examinations of the specific term.

Refunds of tuition and other fees are made to students who withdraw within 14 days after the beginning of the semester. On and after the fifteenth day, all fees are considered as earned and no refunds are made.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's office reports an unpaid account.

Fees and Estimated Expenses—Degree Program

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc. One-half of the tuition and general fees are payable at the beginning of each semester.

	<i>Year First</i>	<i>Summer Session 6 Weeks</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
Tuition	\$ 450.00		\$ 250.00	\$250.00	\$250.00
General Fee	150.00		75.00	75.00	75.00
Room Rent	210.00	\$ 31.50	210.00		
Board	400.00	60.00	400.00		
Laundry	20.00	3.00	20.00		
Books	40.00	10.00	40.00	40.00	10.00
Activities	15.00		15.00	15.00	15.00
Uniforms		76.43			13.70
Room Key Deposit	1.00				
	<u>\$1,286.00</u>	<u>\$180.93</u>	<u>\$1,010.00</u>	<u>\$380.00</u>	<u>\$363.70</u>

A student will not attend classes unless she has complied with all regulations concerning registration and payment of charges for the term.

Payment of uniforms is made directly to the uniform company. Each student is responsible for payment of necessary replacements. After the second year, Duke Hospital provides board, room and laundry in return for nursing service which the student contributes during her assignment in the hospital.

Students may have their bills sent to parents or guardians provided the Treasurer has been notified in writing with sufficient antecedence. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until her account is settled in full; subsequent withdrawal does not entitle her to a refund. A student is not considered as a candidate for graduation unless she has settled with the Treasurer for all her indebtedness to the University. A student who has not settled her bills with the Treasurer is not allowed to stand the final examinations of the specific term.

Refunds of tuition and other fees are made to students who withdraw within 14 days after the beginning of the semester. On and after the fifteenth day all fees are considered as earned and no refunds are made.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's Office reports an unpaid account.

Scholarships and Loans

SCHOLARSHIP AWARDS: A limited number of scholarships are awarded annually to students who evidence qualities which might predict excellence in Nursing. Detailed information on scholarships will be sent on request.

LOANS: A number of loan funds have been established for the benefit of the students of Duke University. The most important and largest is the Angier B. Duke Memorial Student Loan Fund, which is administered through an advisory committee of officers of the University. The amount available to be loaned depends upon the income from investments and on the amount repaid on loans previously made to students. The same committee of officers administers the other endowed loan funds of the University.

The committee in approving loans selects those students who, from the standpoint of character, scholastic attainment, personality and degree of financial need, are deserving of consideration.

Residences

Students are housed in residences located near the hospital. Rooms are adequately equipped with blankets and linen, making further provision by the student unnecessary. Life in the dormitories is under the regulations established by the Student Government Association with advice from the faculty. The dormitories Hanes House and Hanes House Annex are planned for comfortable living. A

Student Handbook including dormitory regulations is issued to each student.

Students in the degree program pay room rental during the first two years. During the academic year the rental charge for a single room is \$130.00 per semester. The rental charge for a double room is \$105.00 per semester. The charge for laundry for one semester is \$10.00. The rental charges for Summer Session are included under the description of that term on Page 11.

Board for these students may be secured at the hospital for \$200.00 for the semester. Students may prefer to eat at the University cafeterias with multiple choice menus. The cost for the academic year ranges from \$375.00 to \$500.00 depending on the taste of the individual. In the Men's Graduate Center near Hanes House is a cafeteria with multiple choice menus and a Coffee Lounge where sodas and sandwiches are served from 11:30 A.M. to 11:00 P.M. This is closed on Sunday.

Board, room and laundry is provided by Duke Hospital for students in the diploma program after the first Summer Session and for students in the degree program after the second year.

General Regulations



Orientation Program

ALL FRESHMEN and transfer students are required to participate in the activities of Orientation Week. The program includes general ability, achievement, and placement tests, orientation lectures, physical examinations, social events, special religious services, registration, and enrollment.

The University considers the planning of a course of study to be of primary importance. With the results of the several tests which all freshmen take, courses are planned according to the ability, achievements, and goals of the individual student. New students who miss the whole or a part of the Orientation Program place themselves at a serious disadvantage at the very outset of their college career.

Registration

Students who register in either semester at a date later than that prescribed must pay to the Treasurer a fee of \$5.00. They are counted as absent in the work they have missed in the courses to which they are admitted, and these absences carry the same penalty as do other absences from the course. Changes in courses for reasons not arising within the University require a payment of \$1.00 for each change made. No course may be elected later than one week after the opening of the semester, and no student may be admitted to any class without an official enrollment.

Health Regulations

Before admission to the School of Nursing, a student is required to have a physical examination by the family physician and to be immunized against typhoid fever, diphtheria, tetanus and smallpox. Physical defects, such as defective vision, dental needs, etc., must be corrected before admission to the School.

Before final acceptance, each student is required to pass a physical examination given at the School of Nursing during Orientation Week. Students whose condition needs further observation may be admitted tentatively, but must cancel their application if later findings prove them physically unfit for nursing.

Health Program

The School has general supervision of the student's health. Under the health program, all regularly matriculated students and graduate nurses who are enrolled full-time in the Basic Degree Program receive full medical and surgical care while in the School.

1. **Physical Examination:** Upon admission each student receives a complete physical examination including a chest x-ray. Thereafter, the physical examination is repeated annually; the chest x-ray semi-annually.

2. **Health Office Care:** A health office is maintained in Hanes House for the purpose of treating any sick student; a physician is in attendance for consultation. Drugs, dressings, laboratory tests and x-rays are provided as needed.

3. **Infirmary Care:** An infirmary is available in the hospital for any non-ambulatory sick student. Admission to the infirmary is arranged through the health office. Hospitalization in the infirmary includes staff nursing, drugs, dressings, x-ray and laboratory tests as needed.

If the student is covered by insurance providing hospital, medical or surgical benefits, the coverage shall be applied to the cost of her care.

First and second year students, and graduate nurses enrolled in the Basic Degree Program are not furnished maintenance by the hospital and will be required to pay for board while hospitalized. This also applies to students enrolled in the Diploma Program during their first summer in the school. Hospital insurance maintenance may be used to cover this service.

4. **Exceptions:** The health program does not cover private duty nursing, refraction of eyes, treatment of teeth, all chronic or pre-existing conditions such as diseased tonsils, hernias, pilonidal cysts, chronic skin conditions, endocrine disturbances; elective surgery, braces or any orthopaedic appliances; accidents or illness occurring during vacations or while off the campus. Blood used for transfusions must be paid for or replaced.

5. **Psychiatric Consultation:** Advisory consultation with a psychiatrist can be arranged through the Dean of Nursing at no expense to the student. Further psychotherapeutic interviews are not included in the program.

6. **Sick Leave:** Students are allowed a total of twenty-one days sick leave during the three years of the clinical part of the program.

Grading

Grades are reported so as to indicate one of four things:

(1) *Passed.* A, B, C, and D are all passing grades. The letters are intended to indicate the following quality of work: A, exceptional; B, superior; C, medium; D, passing.

(2) *Failed.* A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

(3) *Incomplete.* (a) A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

(4) *Absent from final examination.* (a) The grade X indicates that the student was absent from the regularly scheduled examination.

QUALITY CREDIT: The requirements for the degree are computed not only in semester hours but also in quality points. Quality points are earned by a student on the basis of her grades: for an A she receives three quality points for each semester hour; for a B, two quality points for each semester hour; for a C, one quality point for each semester hour; for a D, no quality points; for an F, a loss of one quality point for each semester hour. Credit for at least 125 quality points, exclusive of physical education, is required for the degree of Bachelor of Science in Nursing.

Leave of Absence

A leave of absence may be granted to a student for a period not to exceed one semester.

Readmission

Students who are absent for more than one month may be readmitted to the same or to a succeeding class on the decision of the faculty.

Dismissal

The faculty of the School of Nursing may, at any time, place a student on probation or release her from the School if, in its opinion, she does not demonstrate the qualifications necessary for the profession. A student of the freshman class to remain in the degree program must pass at least six semester hours of work in her first semester and eighteen semester hours in her first academic year.

Requirements of Programs in Nursing



Programs of the School of Nursing

THE School of Nursing offers two programs for students wishing to prepare for the profession of nursing. The diploma program covers a period of three calendar years with one month of vacation each year. At the completion of this program, the student receives the diploma in nursing and is then eligible for the examinations given by the North Carolina Board of Nurse Registration and Nursing Education.

The program leading to the degree covers a period of four years; one academic year and one summer term and three calendar years. At the completion of this program, the student receives the degree of Bachelor of Science in Nursing and is then eligible for the examinations given by the North Carolina State Board of Nurse Examiners. The School is fully approved by the North Carolina Board of Nurse Registration and Nursing Education.

Program I Leading to a Diploma in Nursing

To fulfill the requirements for a diploma in Nursing a student must complete 79 semester hours exclusive of Physical Education as outlined below, and show proficiency in the practice of nursing.

FIRST YEAR

SUMMER SESSION

<i>First Term</i>		S.H.	<i>Second Term</i>		S.H.
Chem 50	Chemistry.....	3	Zoology.....		3
Nurs 1	Orientation to the Health Field.....	2	Social Psychology.....		2
Nurs 2	Introduction to Nursing....	1			5
		6			

ACADEMIC YEAR

<i>First Semester</i>		S.H.	<i>Second Semester</i>		S.H.
Anat 51	Anatomy & Physiology....	6	Nurs 92	Fundamentals of Nursing...	6
Chem 51	Physiological Chemistry....	3	Micro 4	Microbiology.....	3
Nutr 53	Nutrition.....	3		Social Psychology.....	2
Nurs 91	Fundamentals of Nursing....	6		Physical Education.....	1
	Physical Education.....	1			12
		19			

SECOND YEAR

SUMMER SESSION

Nursing 93	Medicine & Surgery.....	S.H.	3
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ACADEMIC YEAR

<i>First Semester</i>		S.H.	<i>Second Semester</i>		S.H.
N 140	Medical & Surgical Nursing including O.R. & Diet Therapy.....	6	N 140	Medical & Surgical Nursing including O.R. & Diet Therapy.....	6
or			or		
N 120	Pediatrics and Communicable Disease.....	6	N 120	Pediatrics and Communicable Disease.....	6
or			or		
N 130	Obstetric Nursing.....	6	N 130	Obstetric Nursing.....	6
	Child Development.....	3			6
		9			

THIRD YEAR

SUMMER SESSION

N 120	Pediatric & Communicable Disease Nursing.....	S.H.	6
or			
N 130	Obstetric Nursing.....		6
or			
N 140	Medical & Surgical Nursing including O.R. & Diet Therapy.....		6
			6

ACADEMIC YEAR

<i>First Semester</i>		S.H.	<i>Second Semester</i>		S.H.
N 170	Psychiatric Nursing.....	6	N 190	Advanced Medical & Surgical Nursing with Seminar on Nursing Problems.....	3
or					
N 190	Advanced Medical & Surgical Nursing with Seminar on Nursing Problems.....	3	N 160	Social Foundations of Nursing Education.....	3
and			or		
N 160	Social Foundations of Nursing Education.....	3	N 170	Psychiatric Nursing.....	6
		6 or 9			6 or 9

Description of Courses—Diploma Program

BIOLOGICAL AND PHYSICAL SCIENCE

Anat. 51. ANATOMY.—The student gains an understanding and appreciation of body structure and its relation to normal functions in health and abnormal functions in disease. Audio-visual aids are used extensively and in conjunction with laboratory work the anatomical structures are demonstrated on dissected human specimens. 3 s.h.

PROFESSOR MARKEE AND STAFF

Physiol. 51. HUMAN PHYSIOLOGY.—A study of the normal functions of the human body with references to their applications in health and disease. 3 s.h.

PROFESSOR F. G. HALL AND STAFF

Chem. 50. CHEMISTRY.—A course in the fundamentals of general inorganic chemistry with particular emphasis on the needs of the student nurse. A brief introduction to organic chemistry. 3 s.h.

ASSOCIATE PROFESSOR TAYLOR

Chem. 51. **PHYSIOLOGICAL CHEMISTRY.**—This course is designed to aid the student in understanding the chemical mechanisms of the human body both in health and in disease. The student also acquires knowledge concerning the chemical basis of diagnosis and therapy. 3 s.h.
ASSOCIATE PROFESSOR TAYLOR

Micro. 4. **MICROBIOLOGY.**—From the learning experiences included in this course the student is enabled to understand and appreciate the role in the prevention of microbial disease. 3 s.h.
ASSISTANT PROFESSOR POPE

PHYSICAL EDUCATION.—First year students are required to elect either swimming or basketball.
ASSISTANT PROFESSOR W. S. PERSONS

ZOOLOGY.—A course in general zoology especially adapted for those entering the profession of nursing. During the course emphasis will be placed on the principles of zoology as they apply to a vertebrate animal; the frog will be used as the type animal.
ASSOCIATE PROFESSOR DUKE

SOCIAL SCIENCE

N2. **INTRODUCTION TO NURSING.**—Designed to give the student an appreciation of the historical development of some of the present concepts in nursing. 1 s.h.
ASSOCIATE PROFESSOR INGLES

SOCIAL PSYCHOLOGY.—Through a study of the role of social and cultural patterns in their interaction with the individual personality and through an understanding of behavior development and personality adjustment, it is hoped that the student may advance toward maximum personal, social and professional maturity. By exploration of social patterns she learns something of the structure of contemporary society. Through a study of the techniques used in understanding and getting along with others, the student becomes better able to use these techniques in her own contacts with people.
ASSISTANT PROFESSOR KOCH

CHILD DEVELOPMENT.—A study of principles of human growth and development with special emphasis on the understanding of children's needs, learning and behavior at various levels of development. Importance of infancy and pre-school years in the development of the individual. Planned especially for nurses. Two lectures and one laboratory period.
ASSISTANT PROFESSOR REICHENBERG-HACKETT

160N. **SOCIAL FOUNDATION OF NURSING EDUCATION.**—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and Nursing Education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h.
PROFESSOR JACOBANSKY

NURSING AND ALLIED ARTS

N91, 92, 93 include 4-20 hours a week of correlated clinical experience. N120, 130, 140, 170 and 190, include 28-44 hours a week of correlated clinical experience.

N1. **ORIENTATION TO THE HEALTH FIELD.**—An introduction to basic health needs of the community and the agencies and programs designed to meet them. 2 s.h.
ASSISTANT PROFESSOR BROCKER

Nutr. 53. **NORMAL NUTRITION AND DIETETICS.**—This course considers the nutritive requirements for individuals in different stages of development, and in different occupations. The methods of supplying foods conforming to the individual nutritional needs are given for varying income levels. Actual foods are compared according to their contribution of specific nutrients, and in relation to their place in the daily diet. 3 s.h.
MISS EVANS

N91-92. **FUNDAMENTALS OF NURSING.**—A study of the fundamentals of nursing care as it pertains to individuals and families. The nurse's role in prevention and detection of illness, and treatment and rehabilitation is emphasized. Lectures, discussion, correlated practice. 12 s.h.
ASSOCIATE PROFESSOR INGLES AND STAFF

N93. MEDICINE AND SURGERY.—A study of common medical and surgical conditions with emphasis on etiology, pathology and treatment. 3 s.h.

PROFESSOR STEAD AND STAFF
PROFESSOR HART AND STAFF

N120. PEDIATRICS AND COMMUNICABLE DISEASE.—This course is designed to help the student understand children, their response to illness, and the therapy involved in their care so that she can assume her role in child health promotion. A developmental approach is used throughout the course with emphasis on the child as a member of the family. The acute communicable diseases of childhood are included. 6 s.h.

MRS. PAINTER; DR. HARRIS AND STAFF

N130. OBSTETRIC NURSING.—Considers normal and abnormal phases of the reproductive cycle basic to nursing care of the mother and the newborn child including the premature infant; the effect of reproduction upon individual and family. 6 s.h.

MISS LEDFORD; DR. CARTER AND STAFF

N140. MEDICAL AND SURGICAL NURSING.—A study of the Nursing care of selected patients; discussion of the principles of surgical aseptic technic basic to nursing practice in the Operating Room; and practice in nutrition in disease. Conferences, discussions, field trips, field experience. 6 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF; MISS EVANS

N170. PSYCHIATRIC NURSING.—Discussion of the principles of psychiatric nursing and the functions and responsibilities of the nurse in the total care of the psychiatric patient with emphasis on mental hygiene and care and rehabilitation of the mentally ill. 6 s.h.

ASSISTANT PROFESSOR ZUKOWSKI, PROFESSOR BUSSE AND STAFF

N190. ADVANCED MEDICAL AND SURGICAL NURSING.—Students select and study areas of special interest to them. Experiences available in the hospital and community which will enlarge their information and competency in these areas are provided. Reports of group studies, conferences, field trips, ward rounds, field experiences. 3 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF

Program II Leading to a Bachelor of Science in Nursing

To fulfill the requirements for the degree of Bachelor of Science in Nursing, a student must complete 127 semester hours as outlined below, earn 125 quality points, exclusive of Physical Education, and show proficiency in the practice of nursing.

The requirements for the degree of Bachelor of Science in Nursing are based on the principle that the student will derive the maximum benefit if the program includes a broad distribution of studies among representative fields.

For graduation with the degree of Bachelor of Science in Nursing, the following course work or equivalents must be completed.

UNIFORM COURSE REQUIREMENTS	S.H.
English	6
Natural and Biological Science	23
Religion	6
Social Science and History	24
Elective (Literature, Music, Art Philosophy preferred)	6
Physical Education	2
Major (Nursing and related work).....	60
Total	127

These requirements are described in detail below.

ENGLISH, 6 s.h.—This requirement is met by the completion of English 1-2. Students who demonstrate proficiency in English usage may be allowed to substitute 55 or 56 for English 1.

NATURAL AND BIOLOGICAL SCIENCE, 23 s.h.—To satisfy this requirement a student must complete laboratory courses in General Chemistry (3 s.h.), Physiological Chemistry (3 s.h.), Zoology (8 s.h.), Anatomy and Physiology (6 s.h.), and Microbiology (3 s.h.).

RELIGION, 6 s.h.—To meet this requirement 6 semester hours must be chosen from Religion 1, 2, 51, 52, 91, 93, 94, 101, 103, 104, 114, 130, 132, 181, 182.

SOCIAL SCIENCE AND HISTORY, 24 s.h.—To satisfy this requirement students must take Education 88 and 118, Psychology 116 and Sociology 91, 92 and N151. The remaining 6 s.h. may be selected from History 1-2 or 51-52 and Political Science 11-12 or 61-62 (Students who do not present for entrance 2 acceptable units of History must select History).

LITERATURE, MUSIC, ART, AND PHILOSOPHY, 6 s.h.—This requirement can be satisfied by a total of 6 semester hours in courses in English or American literature, foreign literature courses numbered above 100, literature courses in translation, courses in aesthetics, art, music, and courses in Philosophy (except 48, 103, 104, 109, 199).

PHYSICAL EDUCATION, 2 s.h.—In the School of Nursing, Physical Education is required during the first year and must be completed by the end of the first year.

MAJOR AND RELATED WORK, 60 s.h.—This requirement is met by completing courses in the School of Nursing in accordance with the regulations described.

The work is divided as follows:

FIRST YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
Eng	1	Freshman Composition...	3	Eng	2	Freshman Composition...	3
Hist	1	Historical Background of		Hist	2	Historical Background of	
or		the World Today.....	3	or		the World Today.....	3
Pol Sc	11	The American System of		Pol Sc	12	The American System of	
		Government.....	3			Government.....	3
Relig	1	The English Bible.....	3	Relig	2	The English Bible.....	3
or				or			
Elective		(Art, Music or Philosophy)	3	Elective		(Art, Music or Philosophy)	3
N	1	Orientation to the		Micro	4	Microbiology.....	3
		Health Field.....	2	N	2	Introduction to Nursing...	1
Zool	1	General Zoology.....	4	Zool	2	General Zoology.....	4
		Physical Education.....	1			Physical Education.....	1
			16				18

SUMMER SESSION (6 WEEKS)

First Term

		S.H.
Chem 50	Chemistry.....	3
Ed 88	Educational Psychology....	3
		6

SECOND YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
Anat	51	Anatomy & Physiology....	6	N	92	Medical & Surgical Nursing.	3
Chem	51	Physiological Chemistry....	3	Nutr	53	Nutrition.....	3
N	91	Medical & Surgical Nursing	3	Ed	118	Educational Psychology—	
N	61	Nursing Arts.....	3			Developmental.....	3
Soc	91	General Sociology.....	3	N	62	Nursing Arts.....	3
				Soc	92	General Sociology.....	3
			18				15

SUMMER SESSION

<i>First Term (6 weeks)</i>			S.H.	<i>Second Term</i>			S.H.
Elective		(Literature, Philosophy) or		N 95	Introduction to the Field of		
		Religion 51 or 52.....	3		Social Work.....		3
N	93	Medicine and Surgery					
		(cont. through					
		summer).....	3				
			6				3

THIRD YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
N	120	Pediatric & Communicable		N	130	Obstetric Nursing.....	6
		Disease Nursing.....	6	or			
or				N	120	Pediatric & Communicable	
N	130	Obstetric Nursing.....	6			Disease Nursing.....	6
or				or			
N	140	Medical & Surgical		N	140	Medical & Surgical	
		Nursing including O.R.				Nursing including O.R.	
		& Diet Therapy.....	6			& Diet Therapy.....	6
Soc. N151		Family Relationships.....	3	Psych 116		Psychology of Adjustment.	3
or				or			
Psych 116		Psychology of Adjustment.	3	Soc. N151		Family Relationships.....	3
			9				9

SUMMER SESSION

N 140	Medical & Surgical Nursing including O.R. &	S.H.
	Diet Therapy.....	6
or		
N 120	Pediatric & Communicable Disease Nursing.....	6
or		
N 130	Obstetric Nursing.....	6
		6

FOURTH YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
N 160	Social Foundations of Nursing			N 180	Aspects of Public Health		
	Education.....	3			Nursing.....		6
or				or			
	Religion (above 100 level)...	3		N 170	Psychiatric Nursing.....		6
or				or			
	Elective (above 100 level)...	3		N 190	Advanced Medical & Surgical		
N 170	Psychiatric Nursing.....	6			Nursing with Seminar on		
or					Nursing Problems.....		3
N 180	Aspects of Public Health				Religion (above 100 level)...		3
	Nursing.....	6		or			
or					Elective (above 100 level)...		3
N 190	Advanced Medical & Surgical			or			
	Nursing with Seminar on			N 160	Social Foundations of		
	Nursing Problems.....	3			Nursing Education.....		3
			6 or 9				6 or 9

	S.H.
N 190 Advanced Medical & Surgical Nursing with Seminar on Nursing Problems.....	3
or	
N 170 Psychiatric Nursing.....	6
or	
N 180 Aspects of Public Health Nursing.....	6
	3 or 6

Description of Courses—Degree Program

UNDERGRADUATE COLLEGES

EDUCATION

88. EDUCATIONAL PSYCHOLOGY: LEARNING AND MEASUREMENT.—

This course and Education 118 constitute a general introduction to the field of Educational Psychology. This course deals with (1) the psychology of learning, including: the nature of the learning process; general principles or laws of learning; the course of learning and forgetting; factors influencing efficiency in learning and retention; and the transfer of training; and (2) measurement, including: the basic concepts in the measurement of intelligence; standardized achievement tests, the extent and significance of individual differences in ability and performance. Opportunity will be afforded for examination and study of a variety of tests of intelligence and achievement. *Either semester. 3 s.h. (E)*

ASSOCIATE PROFESSORS EASLEY AND RUDISILL;
AND ASSISTANT PROFESSOR GEHMAN

118. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGICAL DEVELOPMENT.—

This course traces the psychological development of the individual from infancy to maturity. The principal topics considered are: the interdependence of hereditary and environmental factors in development, the nature of the development process, the establishment of the early basic patterns of behavior, changes and conditions producing these changes throughout childhood and adolescence to maturity, and the origin and treatment of minor behavior disorders. Not open to students who have had Psychology 121 or 126. Prerequisite: three semester hours in psychology or educational psychology. *Either semester. 3 s.h. (E)*

ASSOCIATE PROFESSOR EASLEY AND
ASSISTANT PROFESSOR GEHMAN

ENGLISH

L. ENGLISH FUNDAMENTALS.—All freshmen whose scores on the placement tests indicate that they are not ready for English 1 must take this course. Students who fail in English L must repeat the course. Students who have earned credit in English L must also take English 1 and 2. *3 s.h. (w)*

ASSISTANT PROFESSOR JORDAN AND MR. NEWELL

1-2. ENGLISH COMPOSITION.—All freshmen are required to take course 1 and course 2.

Students who fail in English 1 or 2 must repeat the course in the following semester. Students in courses 1 and 2 who fail to make an average of "C" or better are strongly advised to earn credit for an additional course in English composition. *6 s.h. (E & W)*

PROFESSORS BEVINGTON AND WARD; ASSOCIATE PROFESSORS BOWMAN, HARWELL, MITCHELL, PATTON, AND WHITE; ASSISTANT PROFESSORS BEVINGTON, BUDD, JORDAN, AND POTEAT; DRs. BOWERS, BROOKS, FRASER, KOTTLER, LANE, MAJOR, REICHARD, SMITH, AND WICKES; MISS LIBBY; MESSRS. HOLMES, KEIRCE, NEWELL, TEETS, AND WOODS

33. **WRITING LABORATORY.**—A non-credit course in elementary composition may be required of students who evidence deficiencies in composition as reported by members of the faculty. Students may enter or leave this course at any time, at the instructor's discretion.

ASSOCIATE PROFESSOR HARTWELL AND ASSISTANT JORDAN

ENGLISH AND AMERICAN LITERATURE AND LANGUAGE

55, 56. **REPRESENTATIVE WRITERS.**—The following works are studied in the first semester: Chaucer's Prologue to *The Canterbury Tales* and at least two tales, Shakespeare's *1 Henry IV*, *King Lear*, and one other play, the English Bible (selections), Milton's *Paradise Lost* (selections) and some of the shorter poems; in the second semester: Pope's poems (selections), Fielding's *Joseph Andrews* or *Tom Jones*, selections from Keats's or Wordsworth's poems, selections from Browning's or Arnold's poems, Thackeray's *Vanity Fair* or Hardy's *The Mayor of Casterbridge*, selections from Yeats's poems, two plays by Shaw or a twentieth-century British or American novel. 6 s.h. (E & W)

PROFESSORS BEVINGTON, BLACKBURN, BOYCE, IRVING, SANDFERS, AND TURNER;
ASSOCIATE PROFESSORS BOWMAN, MITCHELL, AND PATTON; ASSISTANT
PROFESSORS BEVINGTON AND POTEAT; DR. BOWERS, FRASER,
KOTTLER, LANE, REICHARD, SMITH AND WICKES

HISTORY

1, 2. **HISTORICAL BACKGROUND OF THE WORLD TODAY.**—This course is an introduction to the study of modern history with special reference to the issues in the modern world. Topics selected for emphasis are: the contest between liberty and authority in the modern state; changing economic organization and theory—capitalism and the challenges to it; the problems of peace and war among the states; the changing faith men live and die by. Beginning about 1500 with the rise of the European dynastic states, the story is pursued in the first semester to approximately 1871, and in the second through the two great world wars. The central theme in both semesters is the expansion of the influence of Western Europe throughout the world, with some attention to the rise of the United States as a world power. 6 s.h. (W & E)

Sophomores and juniors are not admitted to this course. One semester of the course may be counted as a general elective but not as fulfilling the minimum uniform requirements or, except as provided above, as a basis of further work in history.

ASSOCIATE PROFESSORS FERGUSON, PARKER, AND ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DRs. DURDEN,
OLIVER, WHITESIDE, AND YOUNG

51, 52. **HISTORICAL BACKGROUND OF THE WORLD TODAY.**—An introductory course for sophomores, juniors, and seniors dealing with the topics indicated in the description of course 1-2. 6 s.h. (W & E)

PROFESSOR CURTISS; ASSOCIATE PROFESSOR ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DRs. DURDEN,
OLIVER, WHITESIDE AND YOUNG

PHILOSOPHY

49. **ETHICS.**—An introductory consideration of basic ethical concepts and principles as developed in European and American thought and culture. 3 s.h. (E & W)
PROFESSORS BAYLIS AND NEGLEY; ASSISTANT PROFESSORS BUCK AND WELSH

POLITICAL SCIENCE

11-12. **THE AMERICAN SYSTEM OF GOVERNMENT.**—An introductory study of the principles and operation of the American government in the light of the present world position of the United States. (Only open to Freshmen.) 6 s.h. (E & W)
DRs. HALL AND SINDLER

[Students completing 11 in the spring semester should take course 62.]

61-62. AMERICAN GOVERNMENT AND POLITICS.—A study of the American constitutional and political system. Among other topics attention is given to the development of the constitution, federal-state relations, political parties and the organization and functions of the national, state and local governments. 6 s.h. (W & E)

PROFESSOR CONNERY; ASSOCIATE PROFESSOR SIMPSON; ASSISTANT PROFESSOR CHEEK; DRs. HALL AND SINDLER; MR. ULMER

[Not open to freshmen or to students who have had courses 11-12 or 63-64.]

REQUIRED PHYSICAL EDUCATION

Two semester hours to be completed in two semesters are included in the 127 hours required for graduation.

At the beginning of the freshman year, after a series of tests have been given, individual conferences are held and each student is guided into the type of activity she most needs, as determined from the evaluation of the test scores and the results of the conference. This course continues for half the semester after which all freshmen take body mechanics and social recreation for the remainder of the semester.

Every student will take one semester of elected activity offered by the Department.

PSYCHOLOGY

116. PSYCHOLOGY OF ADJUSTMENT.—The course is planned to give an adequate understanding of problems of adjustment and of mental hygiene. Lectures and discussions cover an application of the principles and findings of normal and abnormal psychology as these relate to the adjustment of the average individual in our changing society; a survey of the principles of mental hygiene; discussions of current socio-cultural trends significant for individual adjustment. 3 s.h. (E)

ASSISTANT PROFESSOR REICHENBERG-HACKETT

RELIGION

1. THE ENGLISH BIBLE.—A survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 3 s.h. (E & W)

PROFESSOR CRUM; ASSISTANT PROFESSORS MANSCHRECK AND PRICE; DR. BENNETT; MESSRS. DANIELS AND OSBORN

2. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. Although Religion 1 is not a prerequisite, it will be an aid to the student to complete 1 before taking 2. 3 s.h. (E & W.)

ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS MANSCHRECK AND PRICE; DR. BENNETT; MESSRS. DANIELS AND OSBORN

51. THE ENGLISH BIBLE.—An introductory course in the Old Testament for sophomores and juniors. (See description of Religion 1.) Students may not receive credit for both 51 and 1. 3 s.h. (E & W)

PROFESSOR MYERS; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK, PRICE, AND SALES; MESSRS. DANIELS AND OSBORN

52. THE ENGLISH BIBLE.—A survey course in New Testament life and literature for sophomores and juniors. (See description of Religion 2.) It will be to the advantage of the students to take Religion 1 or 51 before taking 52. Students may not receive credit for both 52 and 2. 3 s.h. (E & W)

PROFESSOR MYERS; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK, AND SALES; MESSRS. DANIELS AND OSBORN

SOCIOLOGY

91-92. GENERAL SOCIOLOGY.—An introduction to the scientific study of social life; its origin, evolution and organization as illustrated in the study of a number of concrete social problems. 6 s.h. (E & W)

PROFESSOR JENSEN; ASSOCIATE PROFESSOR SCHETTLE; ASSISTANT PROFESSORS ROY AND WHITRIDGE; MESSRS. HOWELL, McNURLEN, AND TUMBLIN

Sociology N151. **FAMILY RELATIONS.**—This course has two objectives. First, it seeks to familiarize students with those basic facts and problems in family life of which an understanding is essential to successful professional work by nurses. Second, the course seeks to provide students with such information and insights as may aid them in making successful adjustments in their own courtship and marriage. Either semester. 3 s.h.

INSTRUCTOR TO BE ANNOUNCED.

ZOOLOGY

1. **ANIMAL BIOLOGY.**—The principles of biology as applied to animals. 4 s.h.
(W & E) ASSOCIATE PROFESSORS HUNTER AND ROBERTS AND STAFF

2. **GENERAL ZOOLOGY.**—A brief survey of the animal kingdom. Prerequisite: Zoology 1. 4 s.h. (W & E) PROFESSOR BOOKHOUT AND ASSOCIATE PROFESSOR HUNTER AND STAFF

SCHOOL OF NURSING

BIOLOGICAL AND PHYSICAL SCIENCE

Anat. 51. **ANATOMY.**—The student gains an understanding and appreciation of body structure and its relation to normal functions in health and abnormal functions in disease. Audio-visual aids are used extensively and in conjunction with laboratory work the anatomical structures are demonstrated on dissected human specimens. 3 s.h.

PROFESSOR MARKEE AND STAFF

Physio. 51. **HUMAN PHYSIOLOGY.**—A study of the normal functions of the human body with references to their applications in health and disease. 3 s.h.

PROFESSOR F. G. HALL AND STAFF

CHEMISTRY

Chem. 50. **CHEMISTRY.**—A course in the fundamentals of general inorganic chemistry with particular emphasis on the needs of the student nurse. A brief introduction to organic chemistry. 3 s.h.

ASSOCIATE PROFESSOR TAYLOR

Chem. 51. **PHYSIOLOGICAL CHEMISTRY.**—This course is designed to aid the student in understanding the chemical mechanism of the human body both in health and in disease. The student also acquires knowledge concerning the chemical basis of diagnosis and therapy. 3 s.h.

ASSOCIATE PROFESSOR TAYLOR

Micro. 4. **MICR BIOLOGY.**—From the learning experiences included in this course the student is enabled to understand and appreciate the role in the prevention of microbial disease. 3 s.h.

ASSISTANT PROFESSOR POPE

SOCIAL SCIENCE

N2. **INTRODUCTION TO NURSING.**—Designed to give the student an appreciation of the historical development of some of the present concepts in nursing. 1 s.h.

ASSOCIATE PROFESSOR INGLES

160N. **SOCIAL FOUNDATION OF NURSING EDUCATION.**—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and Nursing Education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h.

PROFESSOR JACOBANSKY

NURSING AND ALLIED ARTS

N91-92-93. Includes 4-20 hours per week of correlated clinical experience.

N120, 130, 140, 170, 180, 190.—Includes 20-40 hours a week of correlated clinical experience.

N1. **ORIENTATION TO THE HEALTH FIELD.**—An introduction to basic health needs of the community and the agencies and programs designed to meet them. 2 s.h.

ASSISTANT PROFESSOR BROCKER

Nutr. 53. NORMAL NUTRITION AND DIETETICS.—This course considers the nutritive requirements for individuals in different stages of development, and in different occupations. The methods of supplying foods conforming to the individual nutritional needs are given for varying income levels. Actual foods are compared according to their contribution of specific nutrients, and in relation to their place in the daily diet. 3 s.h.
MISS EVANS

N91-92. FUNDAMENTALS OF NURSING.—A study of the fundamentals of nursing care as it pertains to individuals and families. The nurse's role in prevention and detection of illness, and treatment and rehabilitation is emphasized. Lectures, discussion, correlated practice. 12 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF

N93. MEDICINE AND SURGERY.—A study of common medical and surgical conditions with emphasis on etiology, pathology and treatment. 3 s.h.

PROFESSOR STEAD AND STAFF; PROFESSOR HART AND STAFF

N95. INTRODUCTION TO THE FIELD OF SOCIAL WORK.—An orientation to social work services and how they may be used to meet patients' needs in illness and in rehabilitation. 3 s.h.

ASSISTANT PROFESSOR WIEN

N120. PEDIATRIC AND COMMUNICABLE DISEASE NURSING.—This course is designed to help the student understand children, their response to illness, and the therapy involved in their care, so that she can assume her role in child health promotion in the hospital, the home, and the community. A developmental approach is used throughout the course with emphasis on the child as a member of the family. The acute communicable diseases of childhood are included.

MRS. PAINTER; DR. HARRIS AND STAFF

N130. OBSTETRIC NURSING.—Considers normal and abnormal phases of the reproductive cycle basic to nursing care of the mother and newborn child including the premature infant. The effect of reproduction upon individual and family; community aspects and opportunities for teaching in maternal health promotion. 6 s.h.

MISS LEDFORD; DR. CARTER AND STAFF

N140. MEDICAL AND SURGICAL NURSING.—A study of nursing care of selected patients; discussion of the principles of surgical aseptic technic basic to nursing practice in the Operating Room; and practice in nutrition in disease. Conferences, discussions, field trips, field experience. 6 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF; MISS EVANS

N170. PSYCHIATRIC NURSING.—Discussion of the principles of psychiatric nursing and the functions and responsibilities of the nurse in the total care of the psychiatric patient with emphasis on mental hygiene and care and rehabilitation of the mentally ill. 6 s.h.

ASSISTANT PROFESSOR ZUKOWSKI;

PROFESSOR BUSSE AND STAFF

N180. PUBLIC HEALTH NURSING.—During the course, students will have experience in planning with patients in meeting health needs. 6 s.h.

ASSISTANT PROFESSOR BROCKER

N190. ADVANCED MEDICAL AND SURGICAL NURSING.—Students select and study areas of special interest to them. Experiences available in the hospital and community which will enlarge their information and competency in the areas are provided. Reports of group studies, conferences, field trips, ward rounds, field experiences. 3 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF;

Division of Nursing Education



Advanced Professional Programs

A DIVISION of Nursing Education was established in December, 1944, as an integral part of the Department of Education of Duke University. At the present time, qualified graduate nurses may work toward the degree of Bachelor of Science in Nursing Education.

The primary objective of the degree program for graduate nurses is to prepare qualified individuals for teaching and supervisory positions in schools of nursing and in nursing service agencies. Facilities for instruction include the undergraduate colleges of Duke University, the School of Nursing, the Medical School and Duke Hospital.

Degree of Bachelor of Science in Nursing Education

ADMISSION

Students who wish to work toward the degree of Bachelor of Science in Nursing Education must apply for admission to the Woman's College of Duke University. To be accepted they must satisfy the following requirements with respect to their high school education:

1. Graduation from an approved secondary school with at least fifteen acceptable units of credit.
2. Twelve units must be in English, foreign language, history and social studies, mathematics and natural science.
3. Three units may be in subjects listed above or in such subjects as art, commercial subjects, household economics, or music.

Students who have satisfactorily completed one or more years of college work in an approved college or university must also fulfill the requirements listed above with respect to high school credit, must present official transcripts of all work done in other institutions, and must have honorable dismissal from each institution previously attended.

Other basic minimum requirements include:

4. Graduation from an approved school of nursing.
5. Satisfactory ratings from individuals, with whom the applicant has had fairly recent contact.
6. Satisfactory ratings on NLN Graduate Nurse Qualifying Examination.

OUTLINE OF PROGRAM

Credit for 120 semester hours (exclusive of physical education) on which an average grade of at least "C" is made is required for the degree of Bachelor of Science in Nursing Education. The work of the final year must be taken in residence at Duke University. One year of experience as a graduate nurse is required before the degree is awarded. The program of studies leading to this degree must include:

1. Minimum general education requirements (may be satisfied at Duke University or at any accredited college or university).

	S.H.
English 1-2.....	6
Natural Science.....	8
History, Economics or Political Science.....	6
Sociology.....	3-6
Psychology.....	3-6
Electives.....	12-15
(Literature, art, music, religion, ethics, language)	

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2. Basic Nursing Program 40 (maximum)

In evaluating credit the standing of the School of Nursing, the record of the individual student, and scores on basic nursing achievement tests administered by the Department of Measurement and Guidance of the National League for Nursing to all candidates as soon as they enroll in their first course are taken into consideration.

3. Courses in Education and Nursing Education.

	S.H.
88. Educational Psychology: Learning and Measurement.....	3
118. Educational Psychology: Psychological Development.....	3
160N. Social Foundations of Nursing Education.....	3
101N. The Curriculum of the School of Nursing.....	3
115N. } Nursing Education—Principles and Practice.....	8
116N. }	
117. Community Nursing—Seminar and Field Trips to Community Agencies.....	3
	23

4. Minimum of fifteen semester hours in one field, such as zoology, chemistry, physics, sociology, or psychology, or in a clinical area.

The following courses in clinical areas are offered at present:

	S.H.
120N. Problems in Nursing Care.....	3
130N. Psychosomatic Nursing.....	4
131N. } Psychiatric Nursing.....	8
132N. }	
133N. Seminar in Psychiatric Nursing.....	3
134N. } Medical and Surgical Nursing.....	8
135N. }	
136N. Seminar in Medical and Surgical Nursing.....	3

Other courses which are offered to graduate nurses are as follows:

192N. Principles and Methods of Teaching in School of Nursing.....	3
193N. Ward Administration and Teaching.....	3
194N. Team Nursing.....	2
195N. Personnel Work in Schools of Nursing.....	3
194N. Nursing Education: Teaching of the Nursing Arts.....	3

DESCRIPTION OF COURSES

160N. SOCIAL FOUNDATION OF NURSING EDUCATION.—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and Nursing Education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h.

PROFESSOR JACOBANSKY

101N. THE CURRICULUM IN THE SCHOOL OF NURSING.—The general principles of curriculum making and the factors which determine the content and organization of the nursing school curriculum are considered in this course. 3 s.h.

ASSOCIATE PROFESSOR INGLES

115N-116N. NURSING EDUCATION: PRINCIPLES AND PRACTICE.—A special section of Education 115-116. Principles of teaching applied to the nursing school situations and the planning and evaluation of instruction. Ninety hours of observation and of supervised teaching in the Duke University School of Nursing are required. Four hours of conference, observation, and practice teaching are required each week. Before beginning practice teaching, students must complete thirty hours of observation. (Not open to students who have had course 115-116.) 8 s.h.

ASSOCIATE PROFESSOR INGLES

117N. COMMUNITY NURSING.—Designed for administrators, teachers, and supervisors in schools of nursing. Emphasis is on the integration of out-patient departments and community social and health agencies into the nursing school curriculum and on the preparation of nurses for community service. 3 s.h.

ASSISTANT PROFESSOR BROCKER

120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. 3 s.h.

ASSOCIATE PROFESSOR INGLES, ASSISTANT PROFESSOR ZUKOWSKI

124N. NURSING EDUCATION: TEACHING OF THE NURSING ARTS.—In this course an effort is made to help prospective teachers to integrate the facts and principles of the natural, social, and medical sciences into the teaching of nursing arts. Though major emphasis is placed upon problems which are involved in teaching the first course, the concept of the nursing arts as an integral part of each clinical area is stressed. 3 s.h.

ASSOCIATE PROFESSOR INGLES

130N. PSYCHOSOMATIC NURSING.—A study of the close relationship between mind and body in all illness and of the techniques of observation and interview both experimental and therapeutic. Lectures, clinics, conferences, discussions, and experience with patients. 4 s.h.

ASSISTANT PROFESSOR ZUKOWSKI

131N-132N. PSYCHIATRY AND PSYCHIATRIC NURSING.—An advanced study with special emphasis on personality development and the preventive and therapeutic aspects of psychiatry and psychiatric nursing. In the second semester the management of practical situations of increasing complexity is stressed. Lectures, clinics, conferences, discussions, and experience with patients. 8 s.h.

ASSISTANT PROFESSOR ZUKOWSKI, AND MEDICAL STAFF IN PSYCHIATRY

133N. SEMINAR IN PSYCHIATRIC NURSING.—Special study of areas such as behavior problems of children, projective tests, group therapy, mental hygiene clinics, etc. 3 s.h.

ASSISTANT PROFESSOR ZUKOWSKI, AND MEDICAL STAFF IN PSYCHIATRY

134N-135N. ADVANCED MEDICAL AND SURGICAL NURSING.—A study of the medical and surgical aspects of selected diseases aimed at giving the student a better comprehension of the total care necessary to bring about the best possible results for patients. Lectures, discussions, case histories, and planned observation and experience with patients. 8 s.h.

ASSOCIATE PROFESSOR INGLES AND MEDICAL STAFF

136N. SEMINAR IN MEDICAL OR SURGICAL SPECIALTY.—Directed study in a selected medical or surgical specialty. Each student works on a problem of major interest to her. Individual research in the collection of original material. 3 s.h.

ASSOCIATE PROFESSOR INGLES

192N. PRINCIPLES AND METHODS OF TEACHING IN SCHOOLS OF NURSING.—The primary purpose of this course is to help teachers in schools of nursing to understand and to utilize generally accepted principles of learning and to carry out a more effective teaching program in a school of nursing. Instruction is given in the planning of courses, in methods of teaching in classrooms and in hospital divisions, in construction of examinations, and in the utilization of other methods of determining the effectiveness of a teaching program. 3 s.h.

ASSOCIATE PROFESSOR INGLES

193N. WARD ADMINISTRATION AND TEACHING.—This course is designed to help head nurses better to understand their functions in planning and managing a program on a hospital division which will result in improved care of patients, greater satisfaction for professional and non-professional personnel, and a more adequate teaching program for students and others. 3 s.h.

ASSOCIATE PROFESSOR INGLES

194N. TEAM NURSING.—Discussion of principles of Team Nursing, and practice in a clinical area as a team member and a team leader. 7:00-12:20. Room 3032, Duke Hospital. Monday through Friday, July 25-August 5. Limited to 20 students. 2 s.h.

PROFESSOR CLARK AND STAFF

195N. PERSONNEL WORK IN SCHOOLS OF NURSING.—The primary purpose of this course is to help head nurses and supervisors to develop greater understanding of the principles of human behavior and greater ability to apply these principles in working with patients and others on hospital divisions, and in establishing cooperative relationships with other departments of the hospital. 3 s.h.

PROFESSOR JACOBANSKY

Tuition, Fees, and Other Expenses

FEES PER SEMESTER

A matriculation fee of \$20.00 is paid at the time of acceptance to Woman's College.

Tuition.....	\$225.00
General Fee (Undergraduate) including health, library and incidental fees.....	75.00

LIVING ARRANGEMENTS

Students may make their own arrangements to live in private homes or Woman's College dormitories. Applications for a room in the College dormitory should be made to Housing Bureau, Duke University.

EMPLOYMENT

A limited number of nurses may be employed at Duke Hospital during the time they are taking courses at Duke University. Nurses who are working full-time (40 hours per week) may take one course each semester. Nurses who wish to reduce hours of work per week to 36, with a corresponding reduction in salary, may take two courses each semester.

For information about employment write to the Director of Nursing Service, Duke Hospital.

Program in Psychiatric Nursing



A program in Advanced psychiatric nursing is offered to qualified graduate nurses. This program is designed to prepare nurses for head nurse and first level teaching and supervisory positions in psychiatric units of general and mental hospitals, and in other mental hygiene and psychiatric services in the community. Students who wish to qualify for supervisory or teaching positions in the psychiatric field are advised to complete the program which leads to the degree of Bachelor of Science in Nursing Education.

Planned clinical teaching and experience is included in this program and totals 368 hours which consists of participating in conferences and clinics as well as working closely with psychiatric patients. Facilities used for these experiences includes: the psychiatric in-patient unit, the out-patient department and the psychosomatic service of Duke Hospital, child guidance clinics, the State Hospital in Raleigh, N. C., and Highland Hospital in Asheville, N. C.

This program begins in September and is planned to take two semesters and one summer session so that approximately 33 semester hours of credit may be earned during the calendar year.

A limited number of traineeships are available through the U. S. Public Health Service for those nurses who have demonstrated particular interest and aptitude in this field.

Requirements for admission are the same as for all students admitted to the program which leads to the degree of Bachelor of Science in Nursing Education or Bachelor of Science in Nursing with the addition of basic preparation or its equivalent in Psychiatric Nursing.

OUTLINE OF PROGRAM (ONE YEAR)

Fall Semester	Credits
Educ. 130N Psychosomatic Nursing.....	4
Educ. 131N Psychiatric Nursing.....	4
Electives Recommended by Instructor.....	8
	16
Winter Semester	
Educ. 132N Psychiatric Nursing.....	4
Educ. 133N Seminar in Psychiatric Nursing.....	3
Electives Recommended by Instructor.....	8
	15
Summer	
Educ. 120N Problem in Nursing Care.....	3

Program in Medical and Surgical Nursing



A TWELVE-MONTH program in medical and surgical nursing is offered to qualified graduate nurses. The primary objective of this program is to prepare individuals for head nurse positions in medical and surgical units of hospitals. Credit for the entire program applies toward the degree of Bachelor of Science in Nursing Education. Students who are interested in teaching and supervision in medical and surgical nursing are urged to complete all requirements for the degree.

OUTLINE OF THE PROGRAM

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
130N	Psychosomatic Nursing	4	193N	Ward Administration and Teaching	3
134N	Medical and Surgical Nursing	4	135N	Medical and Surgical Nursing	4
160N	Social Foundations of Nursing Education	3	117N	Community Nursing	3
	Elective	3-6		Elective	3-6
		14-17			13-16

SUMMER SESSION

S136N	Seminar in Medical and Surgical Nursing	3
S120N	Problem in Nursing Care	3

The courses in medical and surgical nursing and in psychosomatic nursing will include from four to 16 hours per week of field work in medical and surgical divisions and medical and surgical out-patient clinics of Duke Hospital, and with various community health and social agencies. Students who are interested in a particular medical or surgical specialty (orthopaedic nursing, neurosurgical nursing, etc.) may have added experience in that area during the summer months. For some students experiences in other hospitals may be arranged.

Requirements for admission are the same as for all students admitted to the program which leads to the degree of Bachelor of Science in Nursing Education.

BULLETIN
OF
DUKE UNIVERSITY



The School of Law

ANNOUNCEMENTS FOR 1956-1957

VOLUME 28

April, 1956

NUMBER 6-A

Annual Bulletins

FOR GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N.C.

FOR BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

FOR BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY

THE SCHOOL OF LAW



ANNOUNCEMENTS FOR 1956-1957

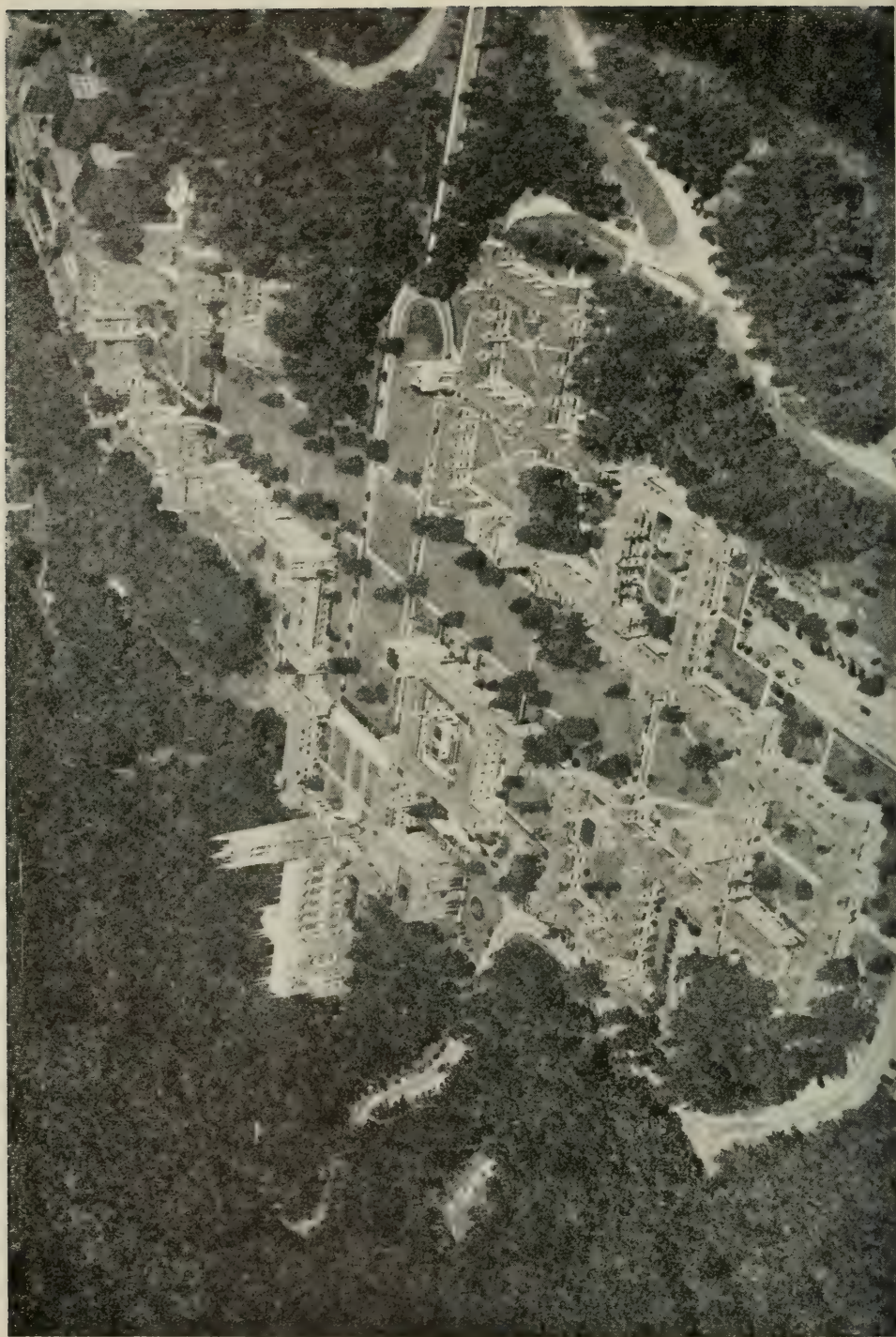
DURHAM, NORTH CAROLINA

1956

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Calendar 1956-1957



1956

- Sept. 19—Wednesday, Registration day.
Sept. 20—Thursday, Classes begin, 9 A.M.
Nov. 21—Wednesday, Thanksgiving holidays begin, 5 P.M.
Nov. 26—Monday, Classes resumed, 9 A.M.
Dec. 20—Thursday, Christmas recess begins, 1 P.M.

1957

- Jan. 3—Thursday, Classes resumed, 9 A.M.
Jan. 12—Saturday, Fall semester classes end, 5 P.M.
Jan. 15—Tuesday, Mid-year examinations begin.
Jan. 25—Friday, Mid-year examinations end.
Jan. 30—Wednesday, Spring semester classes begin, 9 A.M.
March 23—Saturday, Spring vacation begins, 1 P.M.
April 1—Monday, Classes resumed, 9 A.M.
May 17—Friday, Spring semester classes end, 1 P.M.
May 20—Monday, Final examinations begin.
May 30—Thursday, Final examinations end.
June 1—Saturday, Commencement begins.
June 3—Monday, Graduating exercises.

Officers of Administration



ARTHUR HOLLIS EDENS, Ph.D., LL.D. <i>President of the University</i>	West Campus
WILLIAM HANE WANNAMAKER, A.M., Litt.D. <i>Vice-Chancellor of the University</i>	West Campus
PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education and Dean of the University</i>	Hope Valley
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations and Secretary of the University</i>	813 Vickers Avenue
HERBERT JAMES HERRING, A.M., LL.D. <i>Vice-President in the Division of Student Life and Dean of Trinity College</i>	Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Comptroller</i>	614 West Campus

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Faculty



JOSEPH A. MCCLAIN, JR., A.B., LL.B., J.S.D., LL.D., *Dean and Professor of Law.*

A.B. 1925, LL.B. 1924, LL.D. 1941, Mercer University; J.S.D. 1929, Yale University; LL.D. 1944, Tulane University; Practice, Columbus, Georgia, 1925-1926; Professor of Law, Mercer University, 1926-1927; Dean and Professor of Law, Mercer University, 1927-1933; Professor of Law, University of Georgia, 1933-1934; Dean and Professor of Law, University of Louisville, 1934-1936; Tulane University, Summer 1937; Dean and Professor of Law, Washington University (St. Louis), 1936-1942; Member of Council of Section on Legal Education and Admissions to Bar of ABA, 1942-1948, Chairman of Section, 1945-1947, House of Delegates, ABA, 1948-1950; Vice-President and General Counsel, Terminal R.R. Association of St. Louis, 1942-1945; General Counsel, Wabash R.R. Company, 1945-1950; Dean and Professor of Law, Duke University, since 1950.

W. BRYAN BOLICH, A.B., B.A. (Juris.), M.A., B.C.L., *Professor of Law.*

A.B. 1917, Duke University; Duke University Law School, 1919-1921; B.A. (Juris.), 1923, B.C.L. 1924, M.A. 1928, Oxford University; general practice, 1924-1927; Member North Carolina House of Representatives, 1927; Legal Attaché, American Embassy, Rome, 1950; University of North Carolina, Summer 1951, 1955; Professor of Law, Duke University, since 1927.

JOHN S. BRADWAY, A.B., A.M., LL.B., *Professor of Law and Director of the Legal Aid Clinic.*

A.B. 1911, A.M. 1915, Haverford College; LL.B. 1914, University of Pennsylvania; general practice, 1914-1929; Legal Aid Society of Philadelphia, 1914-1920; chief counsel, Philadelphia Legal Aid Bureau, 1920-1922; Secretary, National Association of Legal Aid Organizations, 1923-1940, President, 1940-1942; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, Summer 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-1931; Vice-President, N. C. Bar Association, 1945-1946; Visiting Professor, University of North Carolina School of Social Work, since 1949; Professor of Law and Director of the Legal Aid Clinic, Duke University, since 1931.

EDWIN C. BRYSON, LL.B., *Professor of Law.*

University of North Carolina, 1922-1925; Duke University, 1932-1933; LL.B. 1937, University of Oregon; general practice, 1927-1930; assistant in Duke University Legal Aid Clinic, 1931-1947; Duke University Counsel since 1945; Associate Professor of Law, Duke University, 1947-1954; Professor of Law, since 1954.

H. CLAUDE HORACK, Ph.B., LL.B., LL.D., *Professor of Law Emeritus.*

Ph.B. 1899, LL.B. 1900, State University of Iowa; LL.B. 1904, Harvard University; LL.D. 1937, Tulane University; LL.D. 1939, Wake Forest College; Assistant Professor of Law, University of Wisconsin, 1904-1907; Professor of Law, State University of Iowa, 1907-1930; University of Michigan, Summer 1922; University of Wisconsin, Summer 1924; University of Southern California, Summer 1931; Stanford University, Summer 1936; Adviser, Council of Legal Education and Admissions to the Bar of ABA, 1927-1930, member of Council, 1940-1945; Secretary, Association of American Law Schools, 1926-1928, President, 1929; Dean and Professor of Law, Duke University, 1934-1947; Professor of Law, 1930-1934, 1947-1948; Professor of Law Emeritus, since 1948.

ROBERT KRAMER, A.B., LL.B., *Professor of Law.*

A.B. 1935, LL.B. 1938, Harvard University; Counsel, National Labor Relations Board, 1938-1940; Counsel, Anti-Trust Division Department of Justice, 1941-1942; Military service, 1940-1941, 1942-1946, Lieutenant Colonel, Ordnance Department, Army of the United States, Legal Division, Office Chief of Ordnance, general counsel, Research and Development Service, Ordnance Department; general practice, 1946-1947; Associate Professor of Law, Duke University, 1947-1949; Professor of Law, since 1949.

ELVIN R. LATTY, B.S., J.D., J.Sc.D., *Professor of Law.*

B.S. 1923, Bowdoin College; J.D. 1930, University of Michigan; J.Sc.D. 1936, Columbia University; Instructor in Romance Languages, University of Vermont, 1923-1927; general practice, 1930-1933; Special Fellow, Columbia University, 1933-1934; Associate Professor of Law, University of Kansas, 1934-1935; Professor of Law, University of Missouri, 1935-1937; George Washington University, Summer 1937; Stanford University, Summer 1938; University of North Carolina, Summer 1942, 1947, 1949, 1956; University of Texas, Summer 1951; Fulbright lecturer, University of Pavia, Italy, 1954; Special Assistant to the American Ambassador, Caracas, 1942-1943; Acting Assistant Chief, Foreign Funds Control Division, Department of State, 1943; Professor of Law, Duke University, since 1937.

CHARLES H. LIVENGOD, JR., A.B., LL.B., *Professor of Law.*

A.B. 1931, Duke University; LL.B. 1934, Harvard University; general practice, 1934-1940; Regional Attorney for the Seventh Region, Wage and Hour Division, U. S. Department of Labor, 1940-1941; Chief of the Wage-Hour Section, Office of the Solicitor of Labor, 1941-1942; Lieutenant (j.g.) and Lieutenant, U.S.N.R., 1942-1945; general practice, 1945-1948; Lecturer in Law, Duke University, 1946-1948; University of North Carolina, Summer 1948; George Washington University, Summer 1949; Associate Professor of Law, Duke University, 1948-1951; Associate Editor of the *Journal of Legal Education*, 1951-1952; University Marshal, since 1953; Professor of Law, Duke University, since 1951.

CHARLES L. B. LOWNDES, A.B., LL.B., S.J.D., *James B. Duke Professor of Law.*

A.B. 1923, Georgetown University; LL.B. 1926, S.J.D. 1931, Harvard University; general practice, 1926-1927; Assistant Professor of Law, Georgetown University, 1927-1928; Professor of Law, Georgetown University, 1928-1930; Research Fellow, Harvard Law School, 1930-1931; Professor of Law, Georgetown University, 1931-1934; Professor of Law, Duke University, since 1934.

MALCOLM McDERMOTT, A.B., LL.B., *Professor of Law Emeritus.*

A.B. 1910, Princeton University; LL.B. 1913, Harvard University; general practice, 1913-1930; Dean and Professor of Law, University of Tennessee, 1920-1930; University of Southern California, Summer 1929; Legal Consultant, Department of Defense, 1951; Professor of Law, Duke University, since 1930; Professor of Law Emeritus, since 1954.

DOUGLAS BLOUNT MAGGS, A.B., J.D., S.J.D., *Professor of Law.*

A.B. 1922, J.D. 1924, University of California; S.J.D. 1926, Harvard University; general practice, 1924-1925; Assistant Professor of Law; University of California, 1926-1927; Professor of Law, University of Southern California, 1927-1930; Visiting Professor of Law, Columbia University, 1928-1929; Yale University, second semester, 1935-1936; University of California, Summer 1927; Cornell University, Summer 1928; University of Chicago, Summer 1929; University of Southern California, Summer 1930; Stanford University, Summer 1935; University of North Carolina, Summer 1936, 1948; Special Assistant to the Attorney General of the United States, 1938-1939, 1942-1943; Chief of Wage-Hour Unit, Department of Justice, 1939; Chief Consultant to the General Counsel, Board of Economic Warfare, 1942; Chief Legal Consultant, Office for Emergency Management, 1942-1943; Solicitor, United States Department of Labor, 1943-1945; Professor of Law, Duke University, since 1930.

JOEL FRANCIS PASCHAL, A.B., LL.B., A.M., Ph.D., *Associate Professor of Law.*

A.B. 1935, LL.B. 1938, Wake Forest College; A.M. 1942, Ph.D. 1948, Princeton University; Instructor in Law, Wake Forest College, 1939-1940; U.S.N.R., 1942-1946; Instructor, Princeton University, 1946-1947; Research Director, North Carolina Commission for the Improvement of the Administration of Justice, 1947-1949; general practice, 1949-1954; Visiting Professor of Law, Duke University, 1952-1953; Visiting Professor, University of North Carolina, Spring 1956; Associate Professor of Law, Duke University, since 1954.

MELVIN G. SHIMM, A.B., LL.B., *Assistant Professor of Law; Editor, Law and Contemporary Problems; Editor, Journal of Legal Education, American Education, Business Law Review; and Faculty Advisor, Duke Bar Journal.*

A.B. 1947, Columbia University; LL.B. 1950, Yale University; 2nd Lt., FA (AUS), 1943-1946; general practice, 1950-1951; Counsel, Wage Stabilization Board, 1951-1952; Bigelow Fellow, University of Chicago Law School, 1952-1953; Assistant Professor of Law, Duke University, since 1953.

DALE F. STANSBURY, B.S., LL.B., J.S.D., *Professor of Law.*

B.S., 1914, Valparaiso University; LL.B. 1917, Indiana University; J.S.D. 1929, Yale University; Sterling Research Fellow, Yale University, 1928-1929; Deputy Attorney General of Indiana, 1918-1924, 1928; private practice, 1925-1927; Professor of Law, Mercer University, 1929-1935; Dean and Professor of Law, Wake Forest College, 1935-1944; Professor of Law, University of Tennessee, 1944-1946; Professor of Law, Duke University, since 1946.

ROBERT RENBERT WILSON, A.B., A.M., Ph.D., LL.D., *Professor of Political Science and Lecturer on International Law.*

A.B. 1918, Austin College; A.M. 1922, Princeton University; Ph.D. 1927, Harvard University; LL.D. 1940, Austin College; Carnegie Fellow in International Law, 1922-1923, 1924-1925; Member, Advisory Committee, Harvard Research in International Law, 1935—; Member, Board of Editors, *American Journal of International Law*, 1937—; United States Department of State: Assistant in Treaty Division, 1931-1932; Adviser on Commercial Treaties, 1944-1946; Consultant on Commercial Treaties, at various times, 1946-1953; Assistant Professor of Political Science, Duke University, 1925-1927; Associate Professor, 1927-1929; Professor 1929—; Chairman, Department of Political Science, Duke University, 1934-1948; Fulbright Professor, Law School of Istanbul University, 1951-1952; Lecturer on International Law (School of Law), since 1948.

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Committee on Student Affairs: Mr. Bradway, Chairman; Messrs. Bryson and McClain.

Law and Contemporary Problems Editorial Advisory Board: Messrs. Bradway, Latty, McClain and Stansbury.

The School: Its Purposes and Methods



BUILT on the foundation of the School of Law of Trinity College, with its history of legal instruction running back to the middle of the past century, the Duke University School of Law was established in 1924. In 1930 the School was moved into its present building, the Faculty and library were greatly increased, and the activities of the School broadened. The School of Law is a member of the Association of American Law Schools and is on the "Approved List" of the American Bar Association. More than twenty-six states and fifty-nine institutions of higher learning are represented in its student body.

The curriculum of the School of Law provides thorough preparation for the practice of law in any state; its graduates have been admitted to the bar in over forty states and the Territory of Hawaii. Opportunities for specialization in particular branches of the law are afforded.

In carrying out the trust imposed by the indenture establishing the Duke Endowment, the School of Law seeks to have the student acquire knowledge and comprehension not only of legal doctrine, but also of the judicial process and of the social, economic, and political problems with which law and lawyers must deal. The method of instruction employed compels analysis of judicial opinions and inquiry into the non-legal as well as the legal considerations which underlie them. In appropriate courses, special consideration is given to the work of the legislative and administrative agencies of government. In recognition of the increasing importance of the role of the lawyer in representing private interests before government agencies and in government service, an unusually broad program is offered in the public law field. Scope for creative student work is provided by seminar courses and supervised individual study and research.

Practical training is not left for the first years of practice. A carefully integrated series of courses is designed to give students actual experience in the work of lawyers. Legal research and writing courses and moot court work in the first and second years are followed in the third by seminar courses emphasizing legal planning and drafting and by practice courses and work in the Legal Aid Clinic. A student bar association affords a means whereby the student may gain acquaintance with the professional organizations through which a lawyer may and should contribute to the well-being of his profession and of society.

For details of the program of study see Program of Instruction, page 28. The separate courses are described on pages 32 through 37.

Admission, Registration, and Fees



Admission

DIRECTIONS TO APPLICANTS FOR ADMISSION

APPPLICATION must be made on the prescribed Law School application blank which will be sent upon request. No application can be finally passed upon until all required documents are on file. These documents are: (1) the application itself, to which a recently made personal photograph should be attached; (2) a complete transcript of record and evidence of graduation or right to honorable withdrawal from the institution from which credit is offered; (3) letters from (a) a responsible official of the college attended, and (b) three recommendations from responsible persons; (4) a report of the applicant's score on the Law School Admission Test described below.

The Law School seeks to select students who give promise of leadership in some of the various phases of professional activity. Applicants for admission and their sponsors are requested to keep this fact in mind.

The Law School Admission Test, referred to above, is administered by the Educational Testing Service and is participated in by a number of the leading law schools of the country. It is given four times a year at examination centers conveniently located throughout the United States. No special preparation for the test is necessary, since it is designed to measure aptitudes rather than knowledge of subject matter. The applicant's score on the test will be considered along with other data in passing upon his admission to the Law School. Application forms and information concerning the test should be procured by writing directly to the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

TIMES OF ADMISSION

Beginning students may enter only at the opening of the Fall semester in any year. Students who have completed the first year of law study at this or any other law school approved by the Association of American Law Schools may enter at the beginning of any semester.

REQUIREMENTS FOR ADMISSION

An application for admission as a candidate for the degree of Bachelor of Laws may be submitted by any person (1) who is a gradu-

ate of a college of approved standing, or (2) who has completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose college work in its entirety shows an average grade equal to that required for graduation, the requirement in each case being determined by the regulations of the college where the work was taken.

COMBINED COURSE

A number of colleges, upon application by their students, have permitted those who have completed three years of undergraduate work to enter the Law School of Duke University and upon the satisfactory completion of the first year of law school work to receive their Bachelor of Arts degree from such colleges. It is suggested that students desiring to enter Duke University School of Law make inquiry of their proper college authorities regarding this point.

A student from an undergraduate college of Duke University who has completed therein three years of study may apply to that college to enroll in a combined course wherein his first year of law study may be accepted toward the Bachelor of Arts degree, and, upon the completion of four additional semesters of law study, he will receive the Bachelor of Laws degree.

ADMISSION TO ADVANCED STANDING

Any person who has complied with the requirements for admission set forth in this announcement prior to the commencement of his law study, who presents evidence of the satisfactory completion of at least one year of study at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, subject to such rules as would be applicable to students in this School having a comparable scholastic record. Provisional credit for courses so completed will be given, final credit being conditioned on the completion of at least one full year of law study in this School with an average at least five points above the passing grade. Adjustment of credit for work done in such other law schools may be made by the Dean or by vote of the Faculty.

CANDIDATES FOR GRADUATE DEGREES

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work. For the requirements for the graduate degrees, see pages 20 and 21.

Registration

Registration must be completed on the first day of each semester. Instruction will begin in all classes on the following day. Registration is conducted in the Law Building. All students, both old and new, are required to register at the beginning of each semester, at which time class schedules and course cards must be filled out and approved. Students who register in any semester at a date later than that prescribed are required to pay to the Treasurer of the University a penalty of \$5.00 for late registration unless excused therefrom. A student's registration for any semester is not complete until he has paid the tuition and fees for that semester. The \$5.00 penalty for late registration will be imposed, therefore, unless the student has paid his tuition and fees by registration day.

REGISTRATION FOR BAR EXAMINATION

Many states now require that a student, prior to or shortly after beginning the study of law, register with the board of bar examiners of the state if he intends to practice therein. Each student should write to the secretary of the board of bar examiners of the state in which he plans to practice and ascertain if that state makes this requirement.

CONDUCT OF STUDENTS

All students are admitted subject to the rules of the University and of the School of Law, and continuance in the School is conditioned upon the observance of such rules.

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University, therefore, reserves the right, and matriculation by the student is a concession of this right, to compel the withdrawal of any student whose conduct at any time is not satisfactory to the University.

Fees and Expenses

Tuition fees are due at the beginning of each semester. The tuition fee is \$225.00 a semester. In addition, a general fee of \$50.00 per semester is required in lieu of separate fees for matriculation, medical service, and the like.

The admission of an applicant is not final until he deposits the sum of \$25.00 with the Treasurer of the University. This deposit will not be returned. It will be credited to the account of the student or, if the student is entitled to the benefits of the Servicemen's Readjustment Act or the Vocational Rehabilitation Act, it will be refunded upon his matriculation.

Law students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$10.00 per year plus any Federal taxes that may be imposed. This fee is payable in the fall semester.

The payment of the general fee entitles the student to full medical and surgical care, with the exceptions noted below. This service is under the direction of the University Physician with the co-operation of the staff of Duke Hospital. It includes hospitalization, medical and surgical care, drugs, dressings, X-ray studies, and ward nursing. A charge for board is made at the same rate as in the University dining halls. Refraction of eyes, treatment of teeth and of all chronic conditions, such as the removal of diseased tonsils, are not included in this service. The cost of any necessary braces and orthopedic appliances, as well as of special nursing, must be borne by the student.

Due to rising costs it may be necessary to consider some readjustment of charges. In the event of an adjustment applicants will be notified.

SCHOLARSHIPS AND LOAN FUNDS

Scholarships covering tuition (\$450) are available to a limited number of first-year students, graduates of approved American universities and colleges, who are in need of such assistance. Applicants must have made excellent records in their college work and must show unusual promise of success in the study of law. In cases of exceptional merit the annual value of a scholarship may amount to as much as \$850.

In addition to the general scholarship fund, five regional scholarships of \$1,000 each for applicants from North Carolina and South Carolina have been made available beginning with the fall of 1955. Such scholarships will be awarded annually on a competitive basis to the residents of the states of North Carolina and South Carolina who qualify as entering law students. Such scholarships are renewable for a maximum period of three years on the condition that the holder maintain a scholastic average of "B" or higher in the School of Law. The total value to the recipient who qualifies for the maximum period is \$3,000. Details concerning these scholarship awards will be furnished upon request.

Applications for scholarships should be presented to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible persons, certifying to the character and fitness of the applicant.

Scholarship assistance will be continued as to second- and third-year students maintaining a high standard of work. The average cost of a year at Duke is approximately \$1350, which includes tuition, general fees, board, room and books. There are also a number of

positions as assistants in the Law Library and as research assistants which are open to students, particularly in their second or third year, who do not receive other aids from the University.

The University administers certain endowed loan funds for the benefit of students who are not able to meet their expenses, for the purpose of helping worthy students who have established a satisfactory record at the School to continue their education.

Two funds have been provided out of which small loans may be made to tide students over temporary financial emergencies arising during the course of the year. One of these was supplied by the Law School Guild and is limited as to amount and duration of loan. The other is due to the generosity of Mr. P. Frank Hanes of the Winston-Salem bar and is limited to the needs of selected students. These funds are administered by a committee of the Faculty.

GRADUATE LAW FELLOWSHIPS

Graduate fellowships in limited amounts are available. To be eligible for these grants, applicants must have completed with distinction the work required for the first degree in law at this Law School or some other school approved by the Association of American Law Schools, and must have been admitted to candidacy for the LL.M. or J.S.D. degree. Preference will be given to students who plan to make law teaching a career. All applications should be addressed to the Dean of the School of Law, Duke University. Fellowships will be awarded by the law Faculty on recommendation of the Committee on Graduate Study.

DINING SERVICE

Food service is cafeteria style. The cost of meals approximates \$2.00 to \$2.50 per day, depending on the need and taste of the individual. The dining facilities on the West Campus include three cafeterias with multiple-choice menus and the Oak Room where full meals and a la carte items are served.

In the Men's Graduate Center there is a cafeteria with multiple choice menus and a Coffee Lounge where sodas and sandwiches are served from 11:30 A.M. to 11:00 P.M. The prices in these dining rooms are the same as on the West Campus.

THE MEN'S GRADUATE CENTER

The Men's Graduate Center is available to men of the graduate and professional schools. It has facilities for four hundred men, complete with lounges, study rooms, recreational rooms, post office and dining hall. The rooms are equipped for two persons and the rental charge for a double room is \$350.00 for the academic year, or \$87.50 for each occupant each semester. Rooms are rented for a period of

not less than one semester. Unless special arrangements are made, the rate is \$1.00 per day with a minimum of \$25.00.

Room reservations are made through the Housing Bureau only after official acceptance for admission to the University. A \$25.00 room deposit is required of each applicant before a room reservation is made. The initial room deposit is effective during the student's residence in the University if attendance is continuous in regular academic years.

This deposit will be refunded under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of his room through the Housing Bureau and has settled all of his account with the Treasurer.

A resident student, in order to retain his room for the succeeding academic year, must make application at the office of the Housing Bureau for confirmation of the reservation in accordance with the plan that is published during the school year.

Any exchange of rooms must be arranged at the Housing Bureau. Persons exchanging rooms without the approval of the Housing Bureau will be subject to charges for both rooms.

The authorities of the University do not assume responsibility for the persons selected as roommates. Each student is urged to select his roommate when the room is reserved.

Beds and mattresses (39"x74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets and pillows. Rugs, totaling not more than 54-square-feet, study lamps and curtains are permissible, and if desired, are furnished by the room occupants.

Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when room reservations are made. Occupants are expected to abide by these regulations.

Law students are advised to make early application to the Housing Bureau, Duke Station, Durham, North Carolina, since assignment of rooms is made considerably in advance of the beginning of each semester. The applicant should state that he has been accepted for admission to the School of Law.

LAWS REGARDING PAYMENTS

The Executive Committee of Duke University has enacted the following regulations which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend or in any way alter these regulations.

2. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full; subsequent withdrawal does not entitle a student to a refund.

3. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all his indebtedness to the University.

4. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the midyear or final examinations of the academic year.

When a student wishes his bills sent to his parents or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties, if his bills are not paid on the dates advertised.

Further information will be sent upon request. Address

THE DEAN OF THE SCHOOL OF LAW

DUKE UNIVERSITY

Durham, North Carolina

Bachelor of Laws Degree



UPON favorable recommendation of the Faculty, the degree of Bachelor of Laws will be conferred on students who shall have successfully completed six semesters' study of law, the last two semesters of work immediately preceding the granting of such degree having been completed in this School.

A student shall be deemed to have completed successfully six semesters' study of law if during this period he has

(1) secured a passing grade in courses aggregating seventy-eight semester hours;

(2) secured in every required course a grade not requiring repetition thereof; and

(3) secured a weighted average at least five points above passing in all work taken other than first-year courses, or, if the grade in such work is lower than that above specified, an average grade of five points above passing in all work taken.

Students who have spent only their last two semesters of study in residence in this School must have received a weighted average at least five points above passing for that year.

MINIMUM AND MAXIMUM STUDENT LOADS

No regular student is permitted to take less than ten course hours per semester. No first-year student is permitted to take courses in excess of the first-year program.

Second- and third-year students are not permitted to take for credit more than fifteen course hours per semester; nor to audit and take for credit more than sixteen course hours per semester. In exceptional cases, students may petition the Faculty for permission to take more or less than the prescribed maximum or minimum loads.

ATTENDANCE

Regular class attendance is required. The right to take the examinations, as well as the privilege of continuing one's membership in the School at any time, is conditioned upon regular attendance at the exercises of the School.

STANDARDS OF SCHOLARSHIP

GRADES.—The final grades in each course are given in numerical terms which are equivalent to letter grades according to the following scale: 80 to 100, A; 70-79, B; 55-69, C; 50-54, D; 0-49, F.

A grade of 50 is necessary for passing a course. Where a grade below 50 is given a student in any required course, the course must be repeated if the instructor reports the grade with the notation "must repeat." When a student is required by the instructor to repeat a course which he has failed, the grade given after such repetition supersedes the previous grade in the course.

ELIGIBILITY TO CONTINUE LAW STUDY.—Any student who at the end of his first year or at the end of any subsequent semester, has an average grade lower than 50 on all the work then taken is ineligible to continue his work in the School. Any other student (1) whose average final grade at the end of his first semester is below 50, or (2) whose average grade at the end of any subsequent semester on all the work then taken is below 55, or (3) who in any single semester or in any single year receives failure grades in courses totaling eight or more semester hours, may at any time be declared by the Dean ineligible to continue.

NOTIFICATION OF UNSATISFACTORY SCHOLASTIC STANDING.—Every student subject to the provisions of the second sentence of the paragraph above, who has not been declared ineligible to continue his work in the School will be given a formal, written notice by the Dean's Office. This notice will set forth his average grade or grades and inform him (1) that he will be subject for the ensuing year to the special supervision of the Dean who may order his dismissal from the School in the event of his failure to maintain a satisfactory scholastic standard, and (2) that he will be ineligible to receive a degree unless his work meets the scholastic requirements for graduation which will be set forth in full in such notice.

Every other student whose average final grade at the end of any semester on the work of that semester, or on all work then taken, does not exceed the minimum average grade required for graduation by more than two points will be given a notice similar to that provided for above.

Graduate Work in Law



Objectives of the Graduate Study Program

THE graduate program of the School of Law is framed with a view to the encouragement and recognition of legal scholarship. It is addressed to the needs of those who have objectives consistent with the purposes of graduate legal education. It provides training for the qualified student who aspires to a teaching career, or who wishes to become proficient in a special field of the law, to do serious legal research, to prepare himself for a public law practice in or out of government, or to acquire a broader and deeper legal education than the undergraduate curriculum offers.

Master of Laws

ADMISSION TO CANDIDACY FOR THE DEGREE OF MASTER OF LAWS

Any person who has received the first degree in law from a law school qualified for membership in the Association of American Law Schools may be admitted as a candidate for the degree of Master of Laws, provided he satisfies the Committee on Graduate Study that his objective in desiring to do graduate work in law is consistent with the purposes for which the program is offered, and provided he demonstrates to the Committee, on the basis of his law school record, his capacity to take and profit by graduate work in law. In exceptional cases an applicant who does not meet the above requirements may, on vote of the Faculty, be admitted to candidacy for this degree if he is able to demonstrate that he is specially qualified, as by reason of practice or teaching. Normally the applicant will be required to show a level of scholarship appreciably higher than that required for the first degree in law at the institution from which he received that degree. An exceptionally high record in law school and in the graduate study program is expected of those who aspire to a teaching career. It should be emphasized that the graduate study program is designed for graduates with a definite objective, not for those who seek to pursue further law study simply from disorientation.

REQUIREMENTS FOR THE DEGREE OF MASTER OF LAWS

The degree of Master of Laws is reserved for students who, having demonstrated their capacity for graduate work in law, maintain a level of scholarship substantially higher than that required for the degree of Bachelor of Laws.

The candidate for this degree is required to complete a course of study comprising not less than twenty nor more than twenty-six semester hours, or approved research equivalent thereto. Two full semesters are required for the completion of this program. A candidate for this degree is required to include in his course of study at least two of the following courses: International Law, Jurisprudence, and Legal History. In addition to the minimum requirement of twenty semester-hours, the candidate is required to submit an essay representing substantial research on a legal subject. This essay is to be prepared under the supervision of the instructor in charge of the field in which the research is done. The candidate will find it helpful to have formulated a project of research, or alternative projects, before his admission to graduate study or, at any rate, before pursuing his graduate study in residence.

The candidate's course of study will be selected, ordinarily, from the following list of courses: Public Regulation of Business Seminar, Jurisprudence, Conflict of Laws, International Law, Legal History, Advanced Legal Accounting, Corporate Planning, Debtors' Estates, Insurance, Corporate Reorganization, Securities Regulation, Credit and Insolvency, Family Law, Family Law Seminar, Future Interests, Tax and Estate Planning, Labor Relations, Labor Standards, Labor Law Seminar, Federal Taxation I, Federal Taxation II, and State Taxation. This program of study is not inflexible. In appropriate cases the candidate will be encouraged to take related work in other departments of the University. Other courses of comparable content may be substituted for those listed. In special circumstances, credit not in excess of two hours per semester may be arranged for special, supervised research projects.

Doctor of Juridical Science

ADMISSION TO CANDIDACY FOR THE DEGREE OF DOCTOR OF JURIDICAL SCIENCE

Any person holding the degree of Master of Laws from this or any other law school which is qualified for membership in the Association of American Law Schools may, on vote of the Faculty, be admitted to candidacy for the degree of Doctor of Juridical Science, provided he completed the work for the Master's degree with distinction.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF JURIDICAL SCIENCE

Upon favorable recommendation of the Faculty, the degree of Doctor of Juridical Science will be conferred on students admitted to candidacy for that degree who complete and submit a monograph or series of essays suitable for publication and deemed by the Faculty to be of distinguished character and who pass an oral examination before a special committee appointed for that examination. At least one academic year, and, in the absence of an extension granted by the Faculty, not more than three years, must elapse between the award of the Master's degree and the award of the degree of Doctor of Juridical Science. Students who have received the degree of Master of Laws from another law school must spend at least two full semesters engaged in research at this School, and in addition may be required to complete a course of study prescribed by the Committee on Graduate Study. The monograph or series of essays required may be based upon, or be an extension of, the essay required for the Master's degree, provided substantial additional research is represented.

Post-Graduate and Refresher Courses

The School of Law provides instruction for students not meeting the requirements for admission to candidacy for graduate degrees who desire refresher courses or who desire simply to complete a fourth year of law school work. The successful completion of the courses taken by such students may be evidenced by certificate of the Dean.

Facilities and Activities



The Law School Building and Its Facilities

THE Law Building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. It was occupied by the School of Law for the first time in September, 1930. In it are classrooms, seminar rooms, offices for Faculty and Staff, quarters for the Legal Aid Clinic and for the Duke Bar Association, a courtroom equipped for trial court and appellate court sessions, a student lounge, and the Law Library. For a description of dormitory accommodations, see page 15.

THE LAW LIBRARY

The Law Library, containing a collection of approximately one hundred thousand volumes, is one of the largest law school collections in the South. It consists of American and English statutory and case law; a collection of Continental law materials; treaties, digests, encyclopedias; the various selected case series; a comprehensive collection of legal periodicals; and publications in the fields of history, economics, government, and other social sciences, supplemental to the strictly legal materials. The Library receives every current legal periodical of general interest printed in the English language.

There are several thousand additional volumes of a legal nature in the main University library building, immediately adjoining the Law School, as well as the general collection of over a million volumes, to all of which the law students and Faculty have convenient access.

The Law Library is administered by a professionally trained staff and is open to the public daily throughout the year and in the evenings, as well, whenever the Law School is in session.

THE LEGAL AID CLINIC

A Legal Aid Clinic was organized at the School of Law in 1931 under the direction of Professor John S. Bradway. The purpose of the Clinic is to help the student acquire: professional self-confidence, a sense of professional responsibility, and professional self-control. To teach self-confidence, the student participates in a series of practical activities, such as searching a title, preparing a real case for trial. To provide a sense of professional responsibility, a student, under super-

vision, confers with real clients who have real problems. These matters are carried to the best available conclusion. To teach professional self-control, the student participates in a series of exercises designed to enable him to deal in an orderly fashion with innumerable details, which together, make up the sum total of law practice.

Specifically, the student learns such matters as how to gather and evaluate facts, how to plan a campaign at law, how to interview clients, how to run his own law office. In the field of legal writing, the student prepares memorandums of law, a trial brief in real cases for lawyers in active practice and many other documents and letters. Instruction is individualized. Many of the problems require cooperation by the student on the interprofessional level with persons in other departments of the University and in the Social Welfare Agencies in the city and the state.

Approximately four hundred persons a year apply for services of the Clinic. Only those applicants who are unable to pay counsel fees, and only those cases where there is no opportunity for a contingent fee are accepted.

The activities of the Clinic are centered in a suite of offices in the Law School building, and in an interviewing office in the business center of Durham. In addition to the Director, a staff of five members of the North Carolina State Bar assists in the educational and supervisory activities of the Clinic and representing its clients in court proceedings.

Publications

LAW AND CONTEMPORARY PROBLEMS

The School of Law publishes a quarterly, *Law and Contemporary Problems*, under the editorship of Professor Melvin G. Shimm. This periodical, now in its twenty-first volume, presents in each issue a symposium on a problem of current importance, in which the inter-related social and economic, as well as legal, factors are discussed by writers of competence in these respective fields. Where student research may contribute to the understanding of the legal aspects of such problems, student writings are accepted for publication.

The circulation of *Law and Contemporary Problems* extends not only to members of the legal profession and law libraries throughout the country, but also to industrial and financial concerns, governmental agencies, and public and general university libraries. Individual issues are not infrequently used as materials for study in university courses.

JOURNAL OF LEGAL EDUCATION

The *Journal of Legal Education*, a quarterly, is also edited at the

School of Law under the direction of Professor Melvin G. Shimm. The publication serves as the organ for the Association of American Law Schools, providing a clearing house for ideas and professional studies in the constantly expanding field of legal education. The editorial policy of the *Journal of Legal Education* is determined by an editorial board named by the Association, assisted by an advisory committee consisting of prominent legal educators and practicing attorneys.

DUKE BAR JOURNAL

The School inaugurated in 1950-1951 the publication of the *Duke Bar Journal*, published semi-annually, the material of which is written entirely by law students under Faculty supervision. This *Journal* affords an unusually fine medium for student training in effective legal writing. Professor Shimm is Faculty advisor to the *Journal*.

Organizations and Activities

THE DUKE BAR ASSOCIATION

The Duke Bar Association was established in the spring of 1931. It is open to all the students of the Law School and is organized along the lines of the American Bar Association. Its purpose is to introduce the student to the problems considered by the bar in professional organizations and to develop professional consciousness and responsibility. A Faculty Committee on Student Affairs serves as general adviser to the student officers.

MOOT COURTS

A program of student Moot Court arguments is conducted under the supervision of the Faculty as a part of the courses in Research and Writing in which all students are required to participate.

AMERICAN TRUST COMPANY AWARDS

Since 1948-1949 the American Trust Company, Charlotte, North Carolina, has sponsored an annual will drafting contest in cooperation with the law schools of Duke University, University of North Carolina, and Wake Forest College. All students who are enrolled in these respective law schools, but who are not practicing or who have not actively practiced law, are eligible to participate. Two hundred dollars is awarded to the first-place winner and one hundred dollars to the second-place winner.

EDWIN P. FRIEDBERG AWARD

Edwin P. Friedberg, a member of the Raleigh bar, awards annually a copy of the Commerce Clearing House Standard Federal Tax Reports for the current year to the graduating student who has done the best work in federal taxation while he has been in the Law School.

JAMES F. BYRNES SENATE PRIZE

Delta Theta Phi Foundation, Inc., through the James F. Byrnes Senate, awards each year to that member of the first-year class who has completed the work of the first year with the highest average a small plaque bearing his name and denoting the honor which he has attained. The winner's name is also inscribed on a larger, permanent plaque which hangs in the Law Building.

HUGHES' INN OF PHI DELTA PHI BOOK AWARD

An award of second-year first-semester textbooks is made annually by Hughes' Inn of Phi Delta Phi legal fraternity to a rising second-year student of Duke University Law School on the basis of overall merit of the student in his first year of law school study.

LAWYERS TITLE AWARD

Established in 1954 by the Lawyers Title Insurance Corporation of Richmond, Virginia, this prize of one hundred dollars will be awarded annually to that student attaining the highest average grade in the real property courses: Estates in Land, Conveyancing, and Future Interests.

ORDER OF THE COIF

A chapter of the Order of the Coif, national legal scholarship society, has been established at Duke University School of Law. Its purpose is "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the ten per cent of the graduating class who have attained the highest rank in their law school work.

WEST PUBLISHING COMPANY AWARDS

The West Publishing Company of St. Paul, Minnesota, offers the following awards:

To that member of the first-year class who makes the highest scholastic average for that year a copy of Black's *Law Dictionary* or some Hornbook (Text) of the student's choice.

To that student in the course in Constitutional Law who makes the highest grade in that course a year's subscription to the advance sheets of the Supreme Court Reporter,

To that member of the third-year class who makes the highest scholastic average for that year a copy of McIntosh's *North Carolina Practice* or Lake's *North Carolina Practice Methods* or some Hornbook (Text) of the student's choice.

WILLIS SMITH PRIZE

The late Willis Smith, for many years a prominent member of the Raleigh bar and Chairman of the Board of Trustees of Duke Univer-

sity, who was serving in the United States Senate at the time of his death, June 26, 1953, provided for over twenty years an annual award to that member of the graduating class of the Law School who had maintained the highest scholastic average during the entire three years of law school work. The prize consisted of a set of valuable books selected by the donor and the Dean. Mr. Smith's family has made arrangements to continue this prize in his memory.

LEGAL FRATERNITIES

Two of the largest national legal fraternities maintain active chapters at the School of Law. The Charles Evans Hughes Inn of Phi Delta Phi International Legal Fraternity was founded at the School of Law in 1931. In 1947 the James F. Byrnes Senate of Delta Theta Phi Law Fraternity was installed at the School. Both fraternities seek to further professional standards. Students may be elected to membership at any time following their first full semester of law study. During the school year the fraternities sponsor separate programs of luncheons featuring prominent local speakers from the profession, an annual address by an attorney of national prominence, and occasional social functions.

RECREATIONAL FACILITIES

The University is located about two miles from the business district of Durham on wooded hills constituting part of the five-thousand-acre Duke Forest, which is maintained by the School of Forestry. Within a short distance from the campus are facilities for golf, horseback riding, and woodland hiking. Students of the Law School are entitled to the use of the University gymnasium, tennis courts, swimming pool, and similar privileges without cost. Motion pictures are shown in Page Auditorium twice a week, and concert programs, recitals, lectures, and plays are presented frequently.

Program of Instruction



THE program of instruction of the School of Law has been thoroughly revised as a result of studies made by the Faculty. The curriculum had become overcrowded. For years new courses have been added at this and other schools as new fields of law have become important; old courses have been retained. Students who wished to specialize in particular fields often found it necessary to omit some of the older, more fundamental courses. Insufficient attention had been given to legal writing, the drafting of legal instruments, and legal planning.

The newly adopted curriculum is designed to insure that students may prepare to specialize in practice without foregoing any part of the basic legal education required for general practice and desirable for all specialists. Courses have been combined; duplications in courses have been eliminated. The larger part of students' third year has been opened for studies of specialties. New courses and seminars have been added, especially in the third year in which teaching methods will be different from those used in the older courses. In these courses and seminars legal writing and drafting and legal planning will be emphasized.

The courses offered are listed below. They are grouped under three headings: First-Year Program, Second-Year Program, and Third-Year Courses. At page 300 the individual courses are described: in that section of the Bulletin they are grouped under the following headings: Business Courses; Property Courses; Public Law Courses; General Courses; Procedure and Practice Courses.

THE FIRST-YEAR PROGRAM is prescribed. It includes basic courses in the fields of contracts, business associations, property (including sales and other chattel transactions), and torts. These courses serve also to acquaint the student with the nature of the judicial process (which is stressed in Chattel Transactions), the court system and court procedure (stressed in Torts), and legal history (stressed in the property course and in other courses). In the field of public law, legislation and the legislative process are studied in the first semester; criminal law and procedure is given throughout the year. A course in research and writing (which is continued through the first semester of the second year), after consideration of how the law is found in law books, trains students in writing memorandums of law and legal arguments and in drafting legal documents; the course emphasizes, for

each student, the law of the state in which he intends to practice, and introduces students to the art of legal planning. It includes the preparation of briefs and the arguing of moot court cases.

THE SECOND-YEAR PROGRAM comprises nearly all the other basic courses which all students need regardless of what kind of law practice they plan to enter and the courses prerequisite to third-year work in special fields and in legal planning. Third-year courses may be substituted for non-required courses in this program upon approval of the instructor. The research and writing course continues through the fall semester. The basic work in property and business associations is completed. In the field of business transactions, the students study negotiable instruments and security. A course in federal income taxation, basic to advanced third-year work for specialists, adequately covers the subject for students not planning to specialize in it. Legal and equitable remedies, and court procedure in civil cases, are studied in the course in remedies. Students continue their study of public law in courses in constitutional and administrative law.

THE THIRD-YEAR COURSES (of which an aggregate of 10 to 15 hours each semester is to be selected by each student) are designed to emphasize legal planning and drafting and to enable students to equip themselves to specialize in particular fields. The Faculty recommends that all students complete their basic legal education by taking courses in evidence and legal ethics. There are also fundamental courses in legal history and jurisprudence and in conflict of laws and international law. The rest of the third-year courses are in specialties; they are grouped below under the headings (1) business (including advanced corporation law), (2) estates, family, and property, (3) procedure, practice, and local law, and (4) public law (including labor law and taxation). A number of these specialty courses (those preceded by asterisks in the list below) emphasize legal planning and drafting. Each student is required to include two of these courses in his third-year program; enrollment in each is limited.

The First-Year Program

	SEMESTER HOURS	
	Fall	Spring
Chattel Transactions	2	2
Contracts	4	2
Criminal Law and Procedure	2	2
Research and Writing I	1	1
Torts and Introduction to Procedure	3	3
Legislation	3	
Business Associations I		2
Estates in Land		3
	—	—
	15	15

The Recommended Second-Year Program

	SEMESTER HOURS	
	Fall	Spring
Civil Procedure [Required]	3	2
Constitutional Law and Federal Courts [Required]	3	2
Research and Writing II [Required]	1	
Administrative Law [Required]		3
Business Associations II	3	
Conveyancing	3	
Restitution and Equitable Remedies		2
Negotiable Instruments	2	
Security		3
Federal Taxation I		3
	15	15

Substitutions of third-year courses for non-required second-year courses may be made with permission of the instructors in the former. Third-year courses suitable for study in the second year are Family Law, Insurance, Labor Relations, Trusts, and Wills. A student omitting a second-year course from his second-year program may find himself unable to take that course in his third year because it and a third-year course he wishes to take may be scheduled at the same hour.

The Third-Year Courses

Students are to select courses aggregating 10 to 15 hours each semester. Every student must select two of the starred courses listed under "B. Specialties." These courses emphasize legal planning and drafting. Enrollment in each of them except Legal Aid Clinic is limited to 15. Legal Aid Clinic counts as a single starred course, though it is a year course. No student may take more than two starred courses in the same semester without the consent of the Dean and of the instructors in the starred courses involved.

A. ADVANCED COURSES

Conflict of Laws	3
International Law	3
Jurisprudence	3
Legal History	2

B. SPECIALTIES

I. Business (See also "IV. Public Law.")

*Corporate Planning and Drafting	2
Insurance	2
Debtors' Estates	3
*Advanced Legal Accounting	2
*Securities Regulation	2

II. Estates, Family, Property

Family Law	2
Future Interests	3
Trusts	3
Family Law Seminar	2
*Tax and Estate Planning	2
Wills and Administration of Estates	2

III. Procedure, Practice and Local Law

Evidence	2	2
*Legal Aid Clinic	2	2
*Case Studies	1	
North Carolina Statutes and Decisions	2	
Legal Ethics		1
North Carolina Practice		2

IV. Public Law

Federal Taxation II	3	
Labor Relations	3	
Municipal Corporations	2	
*Constitutional Law and Federal Courts Seminar		2
*Labor Law Seminar		2
Labor Standards		2
*Public Regulation of Business Seminar		3
State Taxation		2
*Tax and Estate Planning		2

Description of Courses



Business Courses

ADVANCED LEGAL ACCOUNTING. The study and analysis, in more detail than in Business Associations II, of the balance sheet, the income statement, and the accountancy concepts and principles that serve as controls over corporate distributions; financial reporting and investor protection; trust and estate accounting; and some problems in accounting with respect to public utility regulations. Two hours a week first semester.

BUSINESS ASSOCIATIONS I. Legal principles concerning association in business by agency, partnership, other unincorporated forms and corporations. Creation, form and nature of agency, partnership and corporation, corporate existence (de facto corporations, corporate entity and its limitations), powers, duties, liabilities and compensation of agents, partners, officers and directors, risks in conduct of business by representatives (vicarious liability in tort, authority to contract), imputation of notice and knowledge, scope of enterprise (*ultra vires*), revocation and termination of authority, ratification, undisclosed business associates, stability of the associational relationship. The purpose of this course is to grasp basic principles of Agency and Partnership and related principles of corporation law. (The main basic study of corporation law, however, is in Business Associations II.) Two hours a week second semester.

MR. LATTY

BUSINESS ASSOCIATIONS II. Promoters, subscription to and issue of shares, stock structure and corporate capital, dividends, preferred stock, bonds, capital increases and reduction, corporate re-acquisition of own stock, elementary principles of corporate accounting, public issue of securities, stock transfers, fundamental corporate changes (recapitalization, sale, merger and consolidation, dissolution), stockholders' suits, and certain principles concerning management and operation not studied in Business Associations I. Three hours a week first semester.

MR. LATTY

CONTRACTS. The formation and legal operation of contracts in general, with attention to problems of drafting and counseling as well as of litigation and extrajudicial settlement. Legal and equitable remedies in contract cases, including damages, specific performance, and restitutionary remedies, and important procedural devices incident to such remedies. Four hours a week first semester, two hours a week second semester.

MR. STANSBURY

CORPORATE PLANNING AND DRAFTING. The student is given hypothetical corporate problems (perhaps taken from the practicing lawyer's desk) on a client's proposed course of action; each problem is designed to require the student to grasp the business situation and goals involved, analyze for pertinent legal principles, plan the transaction to avoid legal and business (including taxation) pitfalls, plan the requisite steps to consummate the desired transaction, draft the appropriate papers and present his research. Two hours a week second semester.

MR. LATTY

SECURITY. Mortgage and security interests in real property, and suretyship. Three hours a week second semester.

MR. SHIMM

DEBTORS' ESTATES. Comparative study of methods used for the liquidation of debtors' estates. The non-bankruptcy materials cover individual creditors' rights by attachment, garnishment, execution, creditors' bills and the like; common law composition; and general assignments. The bankruptcy materials cover, in the main, the first seven chapters of the Bankruptcy Act. Three hours a week first semester.

MR. SHIMM

INSURANCE. The nature of "insurance"; state supervision and control; types of insurance organization; the legal requirement of insurable interest; interest of others than the named insured; the measure of indemnity and subrogation; the beneficiary's interest in life insurance; the insured event, and excepted causes; warranties, representations and concealment; the making of insurance contracts; waiver, estoppel and election. Two hours a week second semester. **MR. PASCHAL**

NEGOTIABLE INSTRUMENTS. Comparative study of the different types of commercial instruments, their different functions and legal incidents. Two hours a week first semester. **MR. KRAMER**

PUBLIC REGULATION OF BUSINESS SEMINAR. See Public Law Courses, page 35 for description. Three hours a week second semester.

MR. LIVENGOOD AND MEMBERS OF THE ECONOMICS DEPARTMENT STAFF

SECURITIES REGULATION. Regulation of distribution and marketing of securities and protection of the investor under the Securities Act of 1933, the Securities and Exchange Act of 1934, the Public Utility Holding Company Act of 1935 and the Trust Indenture Act of 1939, with summary treatment of other related federal legislation; the role of the Securities and Exchange Commission; a brief survey of state regulation. Considerable emphasis is placed on civil liabilities under the federal legislation. Two hours a week second semester. **MR. LATTY**

Property Courses

CHATTEL TRANSACTIONS. The course covers most of the topics generally treated under the heading of Personal Property, Bailment and Sales; application of the concepts of possession and title in the law of personal property and sales, with special attention to the judicial techniques with these concepts; the bailment relationship; artisan's lien; transfer of chattels by gift, sale and miscellaneous inter vivos transactions. In Sales, the emphasis is on enforcement of buyers' and sellers' rights and on sales financing. Two hours a week throughout the year. **MR. LATTY**

CONVEYANCING. Form and execution of deeds, description in deeds; rents, licenses, easements and profits; covenants and agreements running with the land at law and in equity; estoppel by deed; recording and title registration; aspects of public control of land use. Three hours a week first semester. **MR. BOLICH**

ESTATES IN LAND. Historical introduction to real property with a detailed consideration of the modern law of possessory estates, including the fee simple, the fee tail and its statutory substitutes, the life estate, the estate for years and other non-freeholds; concurrent ownership; equitable estates; types of future interests; waste; distribution of benefits and burdens as between owners of present and future interests. Three hours a week second semester. **MR. BOLICH**

FUTURE INTERESTS. Future interests in real and personal property; reversions; vested and contingent remainders; executory interests; rights of entry; possibilities of reverter; gifts to classes; powers; perpetuities; construction of wills and deeds as affecting the validity and characteristics of the interests created thereby. Three hours a week first semester. **MR. BOLICH**

TAX AND ESTATE PLANNING. Seminar devoted to problems and techniques of tax and estate planning. Federal Taxation I and Federal Taxation II and Future Interests are prerequisite to enrollment in the seminar. Enrollment limited. Two hours a week second semester. **MR. BOLICH AND MR. LOWNDES**

TRUSTS. The nature, creation and elements of a trust; transfer of the beneficiary's interest; administration of trusts; termination and modification of trusts; charitable trusts; liabilities to third persons; and liabilities of third persons. Three hours a week first semester. **MR. LOWNDES**

WILLS AND ADMINISTRATION OF ESTATES. Descent and distribution; property rights of surviving spouse; children and descendants; ancestors and collaterals; effect of claimant's misconduct. Making and revoking wills; testamentary capacity; execution of wills; holographic and special types; integration; testamentary character and intent; revocation; operation of legacies and devices. Probate and administration: grant of administration; probate and contest of wills; assets; contracts, sales and investments by personal representative; claims; settlement of the estate. Two hours a week second semester. MR. MCCLAIN

Public Law Courses

ADMINISTRATIVE LAW. The formulation of statutory schemes of administrative regulation; the organization of administrative agencies; the determination, promulgation and enforcement of administrative programs; the respective spheres of administrative and judicial responsibility; judicial control over administrative action. Practice and procedure before administrative agencies: informal conferences and negotiations; formal hearings; constitutional limitations. Three hours a week second semester. MR. KRAMER

CONSTITUTIONAL LAW AND FEDERAL COURTS. Judicial protection against arbitrary governmental action; the history of the concept of a "higher law"; the constitutional clauses relied upon. The organization and jurisdiction of the federal courts; when and how judicial review can be invoked; limitations on governmental power with respect of economic matters, civil liberties and criminal and civil procedure. The powers of Congress, express and implied; limitations on State governmental powers resulting from the existence and from the exercise of Congressional powers. The constitutional questions involved in administrative law, conflict of laws, intergovernmental tax immunities, jurisdiction to tax, and state taxation of interstate commerce are covered more fully in other courses. Three hours a week first semester, two hours a week second semester. MR. MAGGS

CONSTITUTIONAL LAW AND FEDERAL COURTS SEMINAR. Advanced study of current Supreme Court cases and of particular fields in constitutional law and history and in federal court organization. Two hours a week second semester. MR. MAGGS

CRIMINAL LAW AND PROCEDURE. An introductory study of the law of crimes and the administration of criminal justice; analysis of the criminal act and the mental element in crime; consideration of specific offenses as defined by statute and the common law; discussion of typical defenses in relation to specific crimes; elementary criminal procedure; study of the Anglo-American penal system. Two hours a week throughout the year. MR. MCCLAIN

FEDERAL TAXATION I. An introduction to the federal taxation with particular emphasis on the federal income tax. The course is designed as a final course for students who do not intend to specialize in tax practice and as an introductory course for those who do. Three hours a week second semester. MR. LOWNDES

FEDERAL TAXATION II. A more advanced course in federal taxation. The principal emphasis of the course is on the federal estate and gift taxes, and the relation of those taxes to the federal income tax. Three hours a week first semester. MR. LOWNDES

INTERNATIONAL LAW. A survey of public international law of peace, as evidenced especially in decisions of national and of international courts; the drafting and interpretation of treaties; the nature and handling of international claims; the organization and jurisdiction of international tribunals, with special reference to the International Court of Justice; developments with respect to the codification of the law. Three hours a week second semester. MR. WILSON

LABOR LAW SEMINAR. An intensive examination of significant problems in collective bargaining, union-management relations and labor dispute settlement, with emphasis upon the drafting and interpretation of contract clauses, theories and techniques in contract negotiation and grievance handling, voluntary arbitra-

tion and other procedures for the adjustment of disputes, and the interrelation of the legal and economic aspects of labor problems. Prerequisite: Labor Relations. Two hours a week second semester. **MR. LIVENGOOD**

LABOR RELATIONS. A study of the law relating to collective bargaining and concerted labor activities, including the National Labor Relations Act and related legislation, the legal aspects of strikes, boycotts and picketing, the negotiation and administration of collective bargaining agreements, procedures for the settlement of labor disputes, and relations between the union and individual employees. Three hours a week first semester. **MR. LIVENGOOD**

LABOR STANDARDS. Government regulation of conditions of employment, including the Fair Labor Standards Act and other wage-hour and child-labor statutes, unemployment insurance and other social security legislation, employers' liability and workmen's compensation acts, and related laws establishing minimum standards for the creation, continuance and termination of the employment relationship. Two hours a week second semester. **MR. LIVENGOOD**

LEGISLATION. A general introduction to the field of Public Law, including, among others, the following topics: organization, techniques, procedures, and problems of legislative bodies; formulation of legislative policies; and drafting and interpretation of statutes. Three hours a week first semester. **MR. LIVENGOOD**

PUBLIC REGULATION OF BUSINESS SEMINAR. Intensive study of the federal antitrust laws and their common-law background, with emphasis on the economic policies involved. As a corollary of critical examination of the Sherman Act, Clayton Act, Federal Trade Commission Act and related legislation designed to enforce competition as the primary control of the economic system, some consideration is given to legal measures which supplement or replace competition, such as direct regulation of business and government intervention by public loans, guaranties and ownership. Three hours a week second semester. **MR. LIVENGOOD AND MEMBERS OF THE ECONOMICS DEPARTMENT STAFF**

STATE TAXATION. Constitutional limitations on the taxing power; jurisdiction to tax; state excise taxes; and the general property tax. Two hours a week second semester. **MR. LOWNDES**

TAX AND ESTATE PLANNING. See Property Courses, page 33, for description. Two hours a week second semester. **MR. BOLICH AND MR. LOWNDES**

General Courses

CONFLICT OF LAWS. A study of the special problems which arise when the significant facts of a case are connected with more than one jurisdiction. Recognition and effect of foreign judgments; choice of law; federal courts and conflict of laws; the United States Constitution and conflict of laws. Three hours a week second semester. **MR. KRAMER**

FAMILY LAW. A seminar approach to the cases, statutes, and sociological theories covering the contract to marry, its formation and breach; marriage; annulment; divorce; separation; property rights; and international jurisdiction. Selected materials. Two hours a week first semester. **MR. BRADWAY**

SEMINAR IN FAMILY LAW. A seminar approach to the efforts of the social sciences, including the law, to deal with the intricate and perplexing problems of the modern family. Readings are assigned in legal and sociological material. Class discussions are based upon some central topic, such as divorce, domestic relations courts, etc. Written reports required in lieu of an examination. Family Law is prerequisite. Two hours a week second semester. **MR. BRADWAY**

JURISPRUDENCE. Discussion of some of the basic problems of classical and contemporary juristic theory, with applications to cases and statutes. Open to all graduate students, and, with the consent of the instructor, to qualified second and third year students. Three hours a week first semester. **MR. KRAMER**

LEGAL HISTORY. A study of the development of fundamental English and American legal institutions, with primary emphasis upon the establishment and growth of American law from the colonial period to the present. Two hours a week second semester. **MR. BOLICH**

NORTH CAROLINA STATUTES AND DECISIONS. A study of selected statutes of North Carolina with discussion of their application, and an analysis of the decisions of the Supreme Court of North Carolina construing them. Two hours a week first semester. **MR. BRYSON**

RESTITUTION AND EQUITABLE REMEDIES. A survey of equitable remedies in general (including enforcement of equity decrees) and of important parts of the fields of equity and restitution that are not covered in other courses. Two hours a week second semester. **MR. PASCHAL**

TORTS AND INTRODUCTION TO PROCEDURE. The bases of liability in damages for personal injuries and injuries to property; bases other than fault; negligence; intentional infliction of harm. Procedure in jury trials; proof of negligence; causation and "proximate cause"; defenses; the damages recoverable and equitable relief obtainable. Special rules applicable to occupiers and owners of land, motor vehicle accidents, suppliers of goods and remote contractors. Misrepresentation and fraud; defamation; assault and battery; false imprisonment. Three hours a week throughout the year. **MR. MAGGS**

Procedure and Practice Courses

CASE STUDIES. Detailed analysis of an important civil suit, under supervision of a visiting instructor who was counsel therein. The instructor's files and the record and briefs will be studied. Consideration will be given to how the matter first arose and what business or other problems of the client were involved; how counsel first analyzed the matter and how he ascertained relevant facts; how counsel prepared for and conducted the trial and appellate proceedings. One hour a week first semester. **INSTRUCTOR TO BE ANNOUNCED**

CIVIL PROCEDURE. A study of modern methods of pleading (including Federal Rules of Civil Procedure) and their relationship to the historical developments insofar as such developments affect or explain present-day rules; also a treatment of real party in interest, joinder of parties, joinder of causes of action, counterclaims, objections to pleadings, amendment to pleadings, and summary disposition of cases. Special emphasis is placed on trial and appellate practice. Three hours a week first semester, two hours a week second semester. **MR. PASCHAL**

EVIDENCE. A study of the common-law rules of evidence, including the requirements of relevancy and materiality; competency and privilege of witnesses, examination and cross-examination, burden of proof and presumptions, judicial notice, and functions of judge and jury. Two hours a week throughout the year. **MR. STANSBURY**

LEGAL AID CLINIC. This course is designed to develop in the student professional self confidence, responsibility to the program of the organized bar, professional self control. During the first semester the student learns to: interview a client in an orderly manner, determine the gaps in the client's story and fill in these gaps with information from other proper sources; evaluate facts; make a record of facts including the documents used for the purpose; diagnose a case for legal "symptoms" and develop legal theories; organize research; plan a campaign at law. The class becomes familiar with the courthouse as a source of facts; and with a law office as a place in which a lawyer functions. Special exercises like searching a title to real estate, preparing a criminal case for trial, are assigned. During the second semester the student learns to conclude a case in an orderly professional manner by education; by conciliation; by litigation. The climax is a jury trial with expert witnesses. The students operate under the supervision of a staff member throughout the year. Students are assigned to duty in rotation in the Legal Aid Clinic office and in the downtown office. This gives them a chance to interview

flesh and blood clients and to see the progress of real cases. By preparing trial briefs in court and criminal cases the student learns how to get ready for his appearance in the court room. Two hours a week throughout the year. MR. BRADWAY

LEGAL ETHICS. A seminar approach to the ethical problems of the lawyer and the profession. Readings are assigned in legal biography, law reform, the history of the profession, legal aid work. Class discussions cover canons of ethics, statutes, cases, and opinions of grievance committees dealing with the daily problems of the practicing lawyer. A written report is required on some phase of the reform of the administration of justice. One hour a week second semester

MR. BRADWAY

NORTH CAROLINA PRACTICE. A study of the steps in a civil action at law from the issuance of process to the entry of final judgment including service of process; appearance and waiver of process; selecting the jury; various motions made during the trial; submission of case to jury; verdict; judgment; noting and perfecting appeal. Also included are such topics as jurisdiction of various courts in North Carolina; venue; trials without a jury; provisional remedies and special proceedings. Two hours a week second semester.

MR. BRYSON

Legal Research and Writing

RESEARCH AND WRITING I. Classroom instruction and individual problems in the use of law books, the preparation of memorandums of law, and moot court briefing and argument. The first year of a two-year program designed to familiarize the student with the materials and methods of legal research and legal writing. Two semester-hours credit.

MESSRS. STANSBURY, BRYSON, BRADWAY,
KRAMER, AND PASCHAL

RESEARCH AND WRITING II. The second year of the two-year program of research and writing. In addition to more advanced work of the kind involved in the first-year program, the student will assist in evaluating the work of first-year students and in judging first-year moot court arguments. Required of all second-year students. One semester-hour credit.

MESSRS. STANSBURY, BRYSON, BRADWAY,
AND PASCHAL

Upon recommendation of the Committee on Graduate Study, seminars not listed in the Bulletin may be created or arrangements made for supervision of special research by individual graduate students in any subject.

All matters presented in this Bulletin are subject to change as the University or the School of Law may deem expedient.

Enrollment 1955-1956



First Year

Auwaerter, John Floyd (Duke University), Winfield, Illinois
Black, Charles Clair II (University of Miami), Miami Shores, Florida
Bogart, Larry Evans (University of Georgia), Atlanta, Georgia
Bright, James Golden, Jr. (Duke University), Rutherford College, North Carolina
Brooks, Leonard Howard (Duke University), Wilson, North Carolina
Burrus, Robert Lewis, Jr. (University of Richmond), Lahore, Virginia
Caffrey, William Daniel (George Washington University), Greensboro, North Carolina
Cameron, David Pierre Guyot, Jr. (Yale University), Miami, Florida
Carpenter, Coy Cornelius, Jr. (Wake Forest College), Winston-Salem, North Carolina
Coltrane, George Allen (Duke University), High Point, North Carolina
Daspin, Michael Jerome (Clark University), New York, New York
Denison, Richard Lindsey (Duke University), Winston-Salem, North Carolina
Dodge, Eric (Norwich University), Loudonville, New York
Evans, Richard Craven (University of Michigan), Mt. Morris, Michigan
Fischer, August William (Rutgers University), Lake Erskine, New Jersey
Frost, Oakley Caldwell (Duke University), Greensboro, North Carolina
Graham, Thomas Bell (Memphis State College), Memphis, Tennessee
Hartel, Arthur Paul, Jr. (Duke University), New York, New York
Heaton, Harrietta (Duke University), Concord, North Carolina
Henry, Jesse Dalbert (City College of New York), New York, New York
Jones, Merlyn Ralph (Pennsylvania State Teachers College), Nescopeck, Pennsylvania
Kaplan, Benjamin Jo (Columbia University), Yonkers, New York
Karp, Robert Sherman (University of Michigan), Clifton, New Jersey
Kintz, George Jerome (Duke University), Kingston, Pennsylvania
Lee, William Osborne, Jr. (University of North Carolina), Lumberton, North Carolina
Levy, Gerald Israel (Dartmouth College), West Hartford, Connecticut
Lowndes, John Foy (Duke University), Durham, North Carolina
McCarthy, Cornelius Eugene (Michigan State College), Charleston, South Carolina
McCracken, William Tignal (Duke University), Henderson, North Carolina
McKeel, James Thomas, Jr. (North Carolina State College), Washington, North Carolina
Markwood, Paul Webb, Jr. (Duke University), Asheville, North Carolina
Moore, Edward Blake (College of Wooster), Sewanee, Tennessee
Oden, William Kellam, Jr. (Guilford College), Greensboro, North Carolina
Partain, Eugene Gartley (Duke University), Paragould, Arkansas
Pascher, Joyce (Duke University), Haworth, New Jersey
Pleasant, Donald Adair (Augustana College), Rock Island, Illinois
Pope, Calvin Adams (Duke University), Durham, North Carolina
Rieck, Edward Ernest (Amherst College), Pittsburgh, Pennsylvania
Schaefer, Everett Gordon, Jr. (Lehigh University), Glen Ridge, New Jersey
Schaffer, Richard White (Duke University), Arlington, Virginia
Sparks, William Donald (Drew University), Chester, Pennsylvania
Sterling, John Robert (Miami University), Pleasant Ridge, Michigan
Stewart, Robert Drake (Duke University), Charlotte, North Carolina
Taylor, Alvin Elliott (Clark University), Deering, New Hampshire
Taylor, George Franklin, Jr. (Duke University), Henderson, North Carolina
Thayer, Frederick Augustus, III (College of Wooster), Oakland, Maryland
Whren, Robert Bernard (Hofstra College), Tyrone, Pennsylvania
Williams, James Thomas (University of the South), Chattanooga, Tennessee
Williamson, Malcolm Russell, Jr. (Davidson College), Charlotte, North Carolina

Second Year

Ayres, John D., Jr. (Florida State University), Dothan, Alabama
Beber, Robert H. (Duke University), Bronx, New York
Bradshaw, Robert Wallace, Jr. (Duke University), Wilson, North Carolina
Brooks, Eugene Clyde, III (Duke University), Durham, North Carolina
Chipman, David Ross (Carleton College), Chapel Hill, North Carolina
Curtiss, Franklin (Brown University), Sheffield, Massachusetts
Dickman, Irwin Lawrence (Clark University), Brooklyn, New York
Drummond, Winslow (College of Wooster), Clarksville, Arkansas
Dukes, Charles Aubrey, Jr. (Duke University), Durham, North Carolina
Dyer, Ernest Wilson (University of Michigan), St. Clair Shores, Michigan
Evans, Merle DeVere, Jr. (Duke University), Massillon, Ohio
Friedman, David Aaron (Duke University), Trenton, New Jersey
Gallo, Louis Thomas (Rutgers University), East Paterson, New Jersey
Glaze, Richard Thomas (Duke University), Orlando, Florida

Hackett, George William (Alfred University), Friendship, New York
 Hall, Elliott T. (Syracuse University), Beverly Hills, California
 Huggins, Theodore Pollard (Duke University), Danville, Virginia
 Hunting, James Frederick, Jr. (University of Miami), St. Petersburg, Florida
 Janello, Kenneth Andrew (Tufts College), Bridgeport, Connecticut
 Knickerbocker, Donald Cushing (Duke University), Cincinnati, New York
 Kostelnik, Bernard Michael (Lehigh University), Bethlehem, Pennsylvania
 Leggio, Anthony Joseph (Duke University), Woodhaven, New York
 Loomis, Horace Buel, III (Western Michigan College), Charlotte, Michigan
 Louis-Dreyfus, William Gerard (Duke University), New York, New York
 Moore, Milburn Marvin (Wayne University), Detroit, Michigan
 Petree, Robert Graham (American University), Silver Spring, Maryland
 Pizer, Edward Paul (Duke University), Raleigh, North Carolina
 Pollock, Arnold Harris (Duke University), Miami Beach, Florida
 Robinson, Harvey Ruddy (Geneva College), Freedom, Pennsylvania
 Savitt, Herbert Saul (Duke University), Ansonia, Connecticut
 Schwartz, Richard Tobias (Duke University), Jersey City, New Jersey
 St. Amant, George William (Williams College), Waban, Massachusetts
 Swiggett, Robert Horace, Jr. (Guilford College), Greensboro, North Carolina
 Taylor, Robert Worth (Duke University), Jenkintown, Pennsylvania
 Tjoflat, Gerald Bard (University of Virginia), Cincinnati, Ohio
 Wagner, Robert Charles (Duke University), Irvington, New Jersey
 Walsh, Stephen Drake (Lafayette College), North Plainfield, New Jersey

Third Year

Allard, David Henry (Whitman College), Yakima, Washington
 Atkins, James Harrison (Duke University), Gastonia, North Carolina
 Bernard, Harold, Jr. (Duke University), Johnstown, Pennsylvania
 Brennan, David Richard (Duke University), Arlington, Virginia
 Bundschu, William Blanton (Duke University), Independence, Missouri
 Burdman, Bertram Richard (Youngstown College), Youngstown, Ohio
 Cassidy, Marshall Royal (Hobart College), Short Hills, New Jersey
 Caudle, Lloyd Cameron (Duke University), Clemmons, North Carolina
 Cheney, Paul Northcott (University of North Carolina), Salisbury, North Carolina
 Dillard, John Marshall (Furman University), Greenville, South Carolina
 Dorkin, Frederick Eugene (Dartmouth College), Bridgeport, Connecticut
 Eldridge, William Butler (Duke University), Durham, North Carolina
 Evans, Paul Vernon (Colorado College), Colorado Springs, Colorado
 Felts, Robert Lee (Sacramento State College), Durham, North Carolina
 Fisher, Kenneth Howard (Marshall College), Kenova, West Virginia
 Fletcher, Francis Marion, Jr. (Cornell Law School), Charlotte, North Carolina
 Gaston, Harley Black, Jr. (Duke University), Belmont, North Carolina
 Gibbons, Gerald Robert (Duke University), Utica, New York
 Greenglass, Herman Alfred (Duke University), Miami Beach, Florida
 Hambleton, Ernest Edward, Jr. (Duke University), Buffalo, New York
 Hamilton, John Dickson, Jr. (Miami University), Dayton, Ohio
 Harris, Elisha Carter (Duke University), Durham, North Carolina
 Hunter, Eugene Griggs, Jr. (Duke University), Kingsport, Tennessee
 Johnston, John Devereaux, Jr. (Duke University), Asheville, North Carolina
 Josey, Claude Kitchin (U. S. Military Academy), Scotland Neck, North Carolina
 Kortepeter, Paul Frederick (Harvard University), Southport, Indiana
 McKee, Duncan Oliphant (College of Wooster), Lawrenceville, New Jersey
 Mays, Alfred Raymond (Kent State University), Cleveland, Ohio
 Neely, John Starr, Jr. (Duke University), Rutherfordton, North Carolina
 Reed, John Alton (Duke University), Washington, D. C.
 Reeves, Ernest Gene (Duke University), Chattanooga, Tennessee
 Ring, Carlyle Conwell, Jr. (Columbia Law School), Jamestown, New York
 Robinson, Russell Marable II (Duke University), Charlotte, North Carolina
 Rose, Carl Preston (Duke University), Rocky Mount, North Carolina
 Schwartz, Ronald Muni (Duke University), Stamford, Connecticut
 Shankweiler, Richard Thomas (University of Miami), Wilmington, Delaware
 Stein, Gary Saul (Duke University), Irvington, New Jersey
 Strickland, Donald Bennett (Duke University), Rich Square, North Carolina
 Tallant, David, Jr. (Claremont Men's College), River Forest, Illinois

Graduate Students

Hudspeth, George Lee (Wake Forest College, Duke University School of Law), Yadkinville, North Carolina
 Morgan, Lawrence Searcy (Louisiana Polytechnic Institute, University of Arkansas Law School), Eldorado, Arkansas
 Powers, Leonard Stewart (Duke University, University of North Carolina Law School), Youngsville, North Carolina
 Stevens, David Boyette (University of North Carolina, University of North Carolina Law School), Durham, North Carolina

Duke University School of Law

Publishes

Law and Contemporary Problems

Each issue of this publication is devoted to a symposium exploring not only the legal but also the economic and other social-science aspects of current problems that cross the lawyer's desk.

Symposiums published or to be published in 1956 include

Atomic Power Development

Preventive Law of Conflicts

Immigration

Presidential Office



\$2.00 per issue, postpaid.

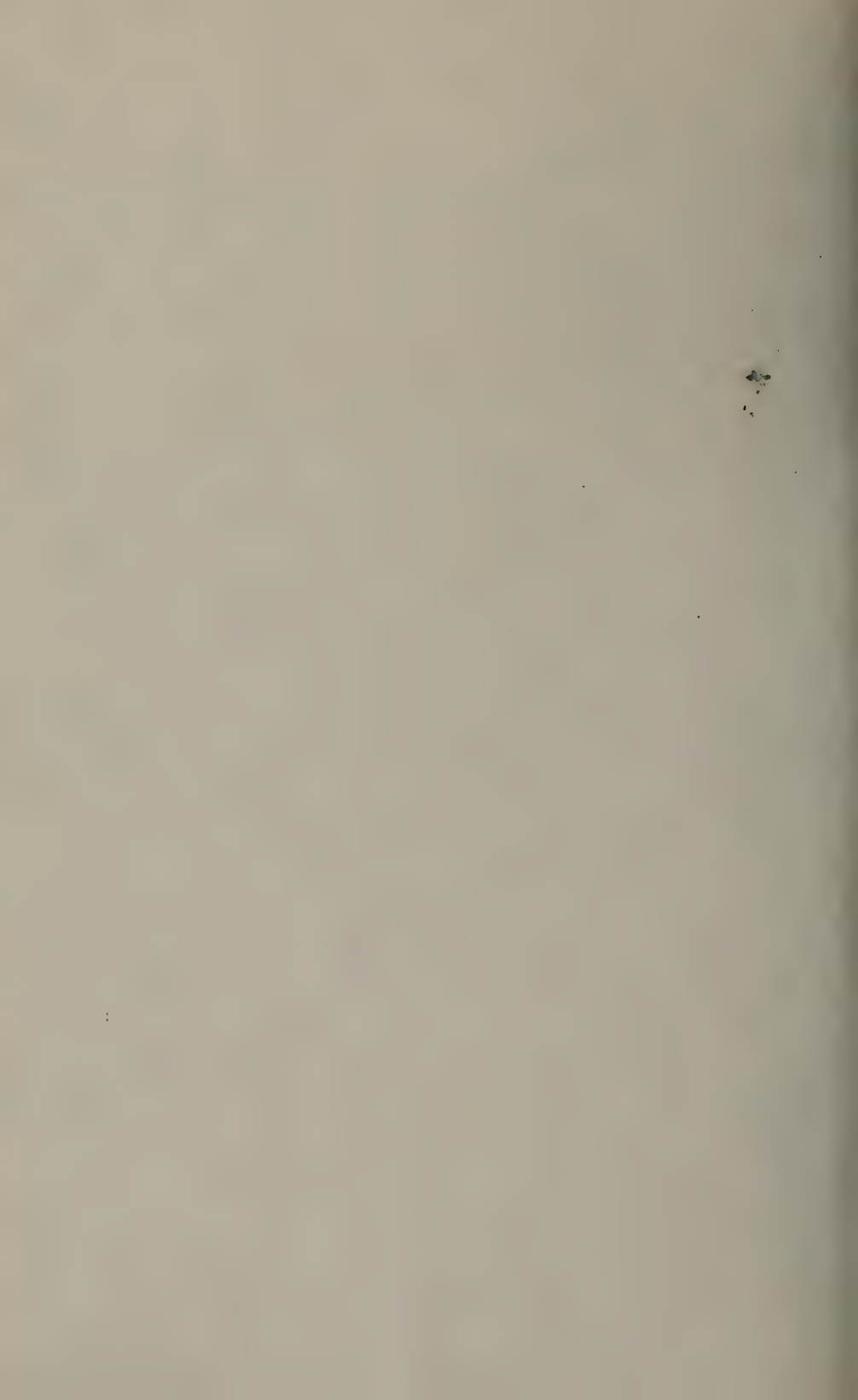
\$5.00 per volume of four issues, subscription rate.



Law and Contemporary Problems

DUKE STATION

DURHAM, N. C.



BULLETIN
OF
DUKE UNIVERSITY



The Divinity School

ANNOUNCEMENTS FOR 1956-1957

VOLUME 28

MAY, 1956

NUMBER 7

Annual Bulletins

FOR GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

FOR BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

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BULLETIN
OF
DUKE UNIVERSITY



THE DIVINITY SCHOOL

1955-56
ANNOUNCEMENTS FOR 1956-57

DURHAM, NORTH CAROLINA
1956

Calendar



1956	
September 17	Monday, 9:00 A.M.—Dormitories open for occupancy. 2:30 P.M.—Orientation program for new students. 4:00 P.M.—First regular Faculty meeting.
September 18	Tuesday, 9:00 A.M.-1:00 P.M.—Registration of new students. 2:00 P.M.-5:00 P.M.—Registration of returning students. 6:30 P.M.—Physical examinations of all new students, Duke Hospital.
September 19	Wednesday, 9:00 A.M.-1:00 P.M.—2:00 P.M.-3:00 P.M.—Registration of returning students. 2:00 P.M.-5:00 P.M.—Placement tests for all new students.
September 20	Thursday, 8:30 A.M.—Instruction begins for fall semester. 10:30 A.M.—Formal opening exercises.
September 26	Wednesday—Required meeting of first-year students with Dean.
September 28	Friday—Last day for changing courses for fall semester.
November 21	Wednesday, 5:30 P.M.—Thanksgiving Recess begins.
November 26	Monday, 2:00 P.M.—Thanksgiving Recess ends.
December 11	Tuesday—Founders Day.
December 20	Thursday, 5:30 P.M.—Christmas Recess begins.
1957	
January 3	Thursday, 8:30 A.M.—Instruction is resumed.
January 9, 10, 11	Wednesday, Thursday, and Friday—Registration of resident students for second semester.
January 15	Tuesday—Mid-year examinations begin.
January 25	Friday—Mid-year examinations end.
January 28	Monday—Registration for second semester of students not in residence during first semester.
January 30	Wednesday, 8:30 A.M.—Second semester begins.
February 8	Friday—Last day for changing courses for second semester.
March 22	Friday, 5:30 P.M.—Spring vacation begins.
April 1	Monday, 2:00 P.M.—Instruction is resumed.
April 10	Wednesday, 7:00 P.M.—English Bible examination in Old Testament.
April 18	Thursday, 7:00 P.M.—English Bible examination in New Testament.
May 20	Monday—Final examinations begin.
May 30	Thursday—Final examinations end.
June 1	Saturday—Commencement begins.
June 2	Sunday, 11:00 A.M.—Commencement Sermon. 7:30 P.M.—Divinity School Closing Exercises.
June 3	Monday—Commencement Address, Graduating Exercises.
June 4-7	Christian Convocation.

Officers of Administration



General Administration

ARTHUR HOLLIS EDENS, Ph.D., LL.D.
President of Duke University

WILLIAM HANE WANNAMAKER, A.M., Litt.D.
Vice-Chancellor of the University

PAUL MAGNUS GROSS, Ph.D.
Vice-President in the Educational Division

CHARLES EDWARD JORDAN, A.B., LL.D.
*Vice-President in the Division of Public Relations,
and Secretary of the University*

HERBERT JAMES HERRING, A.M., LL.D.
Vice-President in the Division of Student Life

ALFRED SMITH BROWER, A.B.
Business Manager and Comptroller

CHARLES BLACKWELL MARKHAM, A.M.*
Treasurer of the University

COMMITTEE OF THE BOARD OF TRUSTEES ON THE DIVINITY SCHOOL
W. W. PEELE, H. B. PORTER, N. E. EDGERTON, E. H. NEASE, SR.

Educational Administration

JAMES CANNON, (1919) A.M., Th.M., D.D.
Dean of the Divinity School

HELEN MILDRED KENDALL, (1950) A.B.
Administrative Assistant and Secretary of the Faculty

DONN MICHAEL FARRIS, (1950) B.D., M.S. in L.S.
Librarian

ARLEY JOHN WALTON, (1948) B.S.L., D.D.
Director of Field Work

Staff

ELIZABETH JAMES FOSHEE, B.S.S.A.
Secretary to the Dean

BARBARA CROW HOWARD, A.B.
Receptionist and Secretary

DORALYN HICKEY, M.A.
Assistant Librarian

* Died, December 3, 1955.

Faculty



JAMES CANNON, (1919) A.M., Th.M., D.D.
Dean of the Divinity School and Ivey Professor of the History of Religion and Missions

JAMES FOSTER BARNES, (1929) A.M.*
Lecturer in Church Music

WALDO BEACH, (1946) B.D., Ph.D.
Professor of Christian Ethics

WILLIAM HUGH BROWNLEE, (1950) Th.M., Ph.D.
Associate Professor of Old Testament

JOHN WILLIAM CARLTON, (1955) B.D.
Instructor in Preaching

KENNETH WILLIS CLARK, (1931) B.D., Ph.D.
Professor of New Testament

JAMES T. CLELAND, (1945) M.A., S.T.M., Th.D., D.D.
James B. Duke Professor of Preaching

ROBERT E. CUSHMAN, (1945) B.D., Ph.D.
Professor of Systematic Theology

RUSSELL L. DICKS, (1948) B.D., D.D., Litt.D.
Professor of Pastoral Care

EDGAR BEAUREGARD FISHER, (1954) B.D.
Lecturer in Church Administration

ANDREW DURWOOD FOSTER, (1954) B.D.
Assistant Professor of the History and Philosophy of Religion

FRANKLIN SIMPSON HICKMAN, (1927) A.M., S.T.B., Ph.D., D.D.
Professor Emeritus of Psychology of Religion

WILLIAM ARTHUR KALE, (1952) B.D., D.D.
Professor of Christian Education

HELEN MILDRED KENDALL, (1950) A.B.
Administrative Assistant and Secretary of the Faculty

CREIGHTON LACY, (1953) B.D., Ph.D.
Assistant Professor of Missions and Social Ethics

HIRAM EARL MYERS, (1926) S.T.M., D.D.†
Professor of Biblical Literature

RAY C. PETRY, (1937) Ph.D., LL.D.
Professor of Church History

JAMES LIGON PRICE, JR., (1952) Ph.D.
Visiting Assistant Professor of Biblical Theology

EDWIN KELSEY REGEN, (1951) B.D., D.D.
Lecturer in Church Administration

McMURRY SMITH RICHEY, (1954) B.D., Ph.D.
Assistant Professor of the Philosophy of Christian Education

* Died, February 9, 1956.

† On sabbatical leave, fall semester, 1955-56.

THE DIVINITY SCHOOL

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GILBERT THEODORE ROWE, (1928) S.T.D., D.D., Litt.D.
Professor Emeritus of Christian Doctrine

JOHN JESSE RUDIN, II, (1945) B.D., Ph.D.
Associate Professor of Speech

THOMAS ANTON SCHAFER, (1950) B.D., Ph.D.
Assistant Professor of Historical Theology

HILRIE SHELTON SMITH, (1931) Ph.D., D.D., Litt.D.
James B. Duke Professor of American Religious Thought

HERSEY EVERETT SPENCE, (1918) A.M., B.D., D.D., Litt.D.
Professor Emeritus of Religious Education

WILLIAM FRANKLIN STINESPRING, (1936) M.A., Ph.D.*
Professor of Old Testament

ARLEY JOHN WALTON, (1948) B.S.L., D.D.
Associate Professor of Church Administration and Director of Field Work

MILTON P. BROWN, (1955) B.D.
Assistant in New Testament Greek

ROBERT GRANVILLE GARDNER, (1954) B.D.
Assistant in Preaching

FRANK SCRANTON DOREMUS, (1956) B.A., B.D.
Research Fellow in Preaching

Committees of the Faculty

Admissions and Academic Standing: Cannon, Clark, Walton, Kale, Petry, Kendall.

Advisors to Students: Cushman, Walton, Foster, Lacy, Rudin.

Alumni: Richey, Myers, Carlton.

Chapel Services and Spiritual Life: Cushman, Rudin, Stinespring, Richey, Brownlee.

Curriculum and Senior Seminars: Petry, Cannon, Stinespring, Kendall, Cushman, Kale.

Divinity School Bulletin: Cleland, Brownlee, Carlton, Foster, Lacy.

Divinity School Seminars: Clark, Cannon, Cushman, Richey, Kale.

Library: Stinespring, Beach, Foster, Lacy, Farris.

Public Exercises: Smith, Beach, Cleland, Dicks, Brownlee.

Registration: Kendall, Stinespring, Beach, Rudin, Kale, Carlton, Foster.

Schedule: Kendall, Cannon, Petry.

Social: Clark, Kale, Myers, Carlton, Kendall, Richey.

JOINT AND SPECIAL COMMITTEES

Convocation: Cannon, Kale, Cleland, Walton, Rudin.

James A. Gray Lectures: Cannon, Cleland, Cushman, Smith, Petry.

School for Approved Supply Pastors: Richey, Kale, Walton, Cannon.

Joint Summer Session Committee: Cannon, Petry, Smith, Kendall, Clyde.

* On sabbatical leave, spring semester, 1955-56.

General Information



HISTORICAL STATEMENT

THE Indenture of Trust signed on December 11, 1924, by Mr. James B. Duke, which established Duke University, mentioned first among its objects the training of ministers of the Gospel. The Divinity School was, accordingly, the first of the graduate professional schools to be organized. Its work began with the year 1926-27, the formal opening exercises being held on November 9, 1926.

The Reverend Doctor Edmund Davison Soper was the first dean of the Divinity School. He resigned in 1928 to become President of Ohio Wesleyan University, and was succeeded by the Reverend Doctor Elbert Russell, and the latter in turn in 1941 by the Reverend Doctor Paul Neff Garber. In 1944, Dean Garber was elected to the episcopacy of the Methodist Church, and Doctor Harvie Branscomb assumed the duties of the dean's office. In 1946, Dean Branscomb became Chancellor of Vanderbilt University, and in 1947 the Reverend Doctor Paul E. Root was elected dean but died before he could assume the office. The Reverend Doctor Harold A. Bosley became dean in 1947 and resigned in 1950 to become the pastor of the First Methodist Church, Evanston, Ill. The Reverend Doctor James Cannon was appointed Dean of the Divinity School March 1, 1951.

THE PURPOSE OF THE DIVINITY SCHOOL

The primary purpose of the Divinity School is to provide training for individuals planning to enter the Christian ministry. This includes not only prospective ministers in local churches, but also those preparing themselves to be missionaries at home and abroad, Directors of Christian Education, teachers of religion, chaplains, and social workers. Vital to all of these forms of service is a full understanding of the beginnings, content, and history of the Christian faith and its special pertinence for the spiritual needs of the modern world. Studies of a broad and thorough character directed toward such an understanding constitute the center of the curriculum of the Divinity School and are regarded as the basic training for all prospective Christian workers. Specific training in the skills required of local ministers and of leaders in the work of Christian Education are also provided. As funds become available for the purpose and as needs appear, additional training in specialized skills and areas of knowledge will be added to the curriculum.

Bound by ties of history and obligation to the Methodist Church, the Divinity School is ecumenical in its interests and outlook. Its faculty is limited to no one denomination, but draws upon the resources of them all. Students of the several denominations are admitted on the same basis. The Divinity School conceives its task to be one of broad service to the Church in all of its forms.

THE RELATION OF THE DIVINITY SCHOOL TO DUKE UNIVERSITY

The Divinity School is an integral unit of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the University Chapel give Divinity School students an opportunity to hear each year a number of leading ministers of the country. The University Libraries make easily accessible a rich collection of 1,225,000 volumes. Selected courses in the Graduate School of Arts and Sciences and in the professional schools are open to Divinity School students without payment of additional fees. The general cultural and recreational resources of the University are available to them on the same basis as to other students.

LIBRARY RESOURCES

The Divinity School has its own newly remodelled library containing over seventy-six thousand volumes. It is rich in complete files of the more important religious journals and periodicals, in source materials, particularly for the study of medieval and American church history, Judaism, missions and the history of religion, and in facsimiles of the more important manuscripts of the New Testament. Among the most treasured possessions of the Library are twenty-three Greek manuscripts of the eleventh to seventeenth centuries. Fourteen are Greek New Testament, of which one is a magnificent manuscript of the thirteenth or fourteenth century, containing the entire text of the New Testament; four are liturgical manuscripts containing material valuable for studies in the New Testament and church history.

The combined libraries of the University contain over 1,225,000 volumes. The General Library of the University is connected by a corridor with the Divinity School Building. It contains more than seven hundred and fifty thousand volumes and receives the current issues of several thousand periodicals, more than two hundred of which are in the field of religion. The General Library contains also a catalogue of the library of the University of North Carolina located at Chapel Hill, twelve miles away, and a system of exchange operates between the two libraries, so that books may be secured from that library also within a few hours.

The Henry Harrison Jordan Loan Library was endowed in 1947 by the children of the late Reverend Henry Harrison Jordan, for the pur-

pose of providing ministers in the field with the best of current religious literature. This collection was an outgrowth of the Duke Divinity School Loan Library established in 1944.

RELIGIOUS AND SOCIAL LIFE

One of the most important aspects of a program of training for religious service is the development of a warm and discriminating spiritual experience. The center of the corporate life of the Divinity School is its own place of worship, York Chapel. Regular chapel services are held, at which all students are expected to be present. Services are led by members of the faculty, by visiting ministers, and by members of the student body. Several prayer groups are held in the dormitories weekly and special groups during the Lenten Season. Two Retreats are held each year. Ordination and other special services are held upon occasion. On each Sunday morning services are held in the University Chapel.

In 1952 the Doris Duke Foundation gave funds for the purchase and installation of a pipe organ in York Chapel.

The student body of the Divinity School is united by a strong sense of fellowship and common interest. Student committees organize and supervise social projects and missions of preaching, jail visitation, and related enterprises. Opportunities for occasional preaching are always available.

PUBLIC LECTURES

The Divinity School presents a number of public lecturers annually. The lecturers for 1955-56 were Dr. Alexander Heard of the Department of Political Science of the University of North Carolina; Mr. Herluf Jenson, Executive Secretary of the United Christian Student Council; Dr. Carl Michalson of Drew Theological Seminary; Dr. Perry Miller of the Department of English, Harvard University; Dr. Wayne E. Oates, Professor of Psychology of Religion, the Southern Baptist Theological Seminary; and from the Methodist Board of Missions: Dr. Harold Brewster, Director of Medical Missions; Dr. Ralph Dodge, Administrative Secretary for Africa and Europe; Dr. Vernon Middleton, Executive Secretary, Section of Home Missions; and Dr. M. O. Williams, Jr., Secretary of Missionary Personnel.

THE DIVINITY SCHOOL LIBRARY LECTURES

In 1948 the Duke Divinity School Library Lectures were established by the Reverend George Brinkmann Ehlhardt for the purpose of bringing to the Divinity School a succession of great religious leaders. The following lecturers have appeared:

1948: Dr. William Warren Sweet. 1949: Dr. George Dunbar Kilpatrick. 1949: Dr. Wilhelm Pauck. 1950: Dr. John Cecil Trever.

(This lecture was given in connection with the exhibition of three ancient Hebrew scrolls lent by His Eminence, Mar Athanasius Yeshue Samuel, Metropolitan and Archbishop of Jerusalem and Trans-Jordan.) 1951: Bishop Paul Neff Garber. 1953: Dr. Roland H. Bainton. 1955 (spring): Dr. Mary Ely Lyman. 1955 (fall): Dr. Kenneth Willis Clark.

THE JAMES A. GRAY LECTURES

The James A. Gray Lectures were established in 1950, and the first series was given by Dr. Ralph W. Sockman, pastor of Christ Church (Methodist) of New York, during The Christian Convocation. The second series of these lectures was given at the 1951 Convocation by Dr. Paul E. Scherer of Union Theological Seminary, New York. The third series was given at the Convocation of 1952 by Dr. Listen Pope, Dean of Yale Divinity School. Dr. Charles W. Gilkey, Dean Emeritus of the Chapel of the University of Chicago, delivered the fourth series at the 1953 Convocation. Dr. Henry P. VanDusen, President of Union Theological Seminary, New York, was the lecturer in 1954. Dr. George Hedley, Chaplain of Mills College, California, was the lecturer in 1955. Dr. John Knox was the lecturer in 1956.

THE CHRISTIAN CONVOCATION

The Christian Convocation of 1956 was held on the Duke campus from June 5-8. The Convocation, under the joint sponsorship of the Duke Divinity School, The North Carolina Pastors' School, and The Department of In-Service Training of the Board of Education of the Methodist Church, brought to the campus an outstanding group of religious leaders as lecturers and teachers. Dr. John Knox delivered the sixth series of the James A. Gray Lectures; Dr. Robert B. Pierce was Convocation Preacher.

COURSES OF STUDY OFFERED BY THE DIVINITY SCHOOL

The Divinity School offers two courses of study. The basic course is that which leads to the degree of Bachelor of Divinity. This is a three-year course and is recommended to all those preparing themselves for the work of the regular pastoral ministry. Students who hold pastoral charges, or other remunerative work requiring any substantial time apart from their studies, may carry only reduced schedules of work, and, in most cases, unless work is taken in the Duke University Summer Session, will spend four years in completion of the requirements for the B.D. degree.

The Divinity School offers also a course of study leading to the degree of Master of Religious Education. This course is designed for individuals who wish to become directors or to take other specialized positions in the work of Christian Education. The course does not

provide a general preparation for the work of the regular ministry and cannot serve as a substitute for it. No exchange of credits between the two courses is permitted, nor can departmental courses taken be credited toward more than one degree. Only a limited number of candidates for the Master of Religious Education degree will be accepted annually.

The requirements for each of these degrees are stated on pages 15 through 24 of this catalogue.

COURSES OF STUDY IN RELIGION OFFERED BY THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Students who desire to pursue work in religion beyond that for the Bachelor of Divinity degree should register in the Graduate School of Arts and Sciences, through which the degrees of Master of Arts and Doctor of Philosophy in Religion may be obtained. This advanced work is administered through the Department of Religion of the Graduate School and is available to qualified persons of all denominations on an equal basis. Study and research may be pursued in three fields: (1) Biblical Studies; (2) Studies in Church History; and (3) Studies in Christian Thought. A list of courses approved by the Graduate Faculty for work in these fields, together with general requirements for admission to the Graduate School, may be found in the *Bulletin of the Graduate School*. This Bulletin is available on application to the Dean of the Graduate School of Arts and Sciences, Duke University.

A limited number of University Scholarships and Fellowships, among which are four Gurney Harriss Kearns Fellowships of \$1,600 each, may be obtained by exceptionally qualified students. Applications for these must be submitted to the Dean of the Graduate School on University forms not later than March 1 of each year.

Inquiries concerning specific requirements of the Department of Religion in the Graduate School should be addressed to Professor H. Shelton Smith, Director of Graduate Studies in Religion.

DEMPSTER GRADUATE FELLOWSHIPS

The Methodist Board of Education offers each year a number of Dempster Graduate Fellowships for graduates of Methodist Theological Schools, who are engaged in programs of study leading to the degree of Doctor of Philosophy in Religion with a view to teaching in Methodist colleges and seminaries. Several Divinity School graduates have held these fellowships.

FACILITIES FOR ADVANCED STUDY IN THE AMERICAN SCHOOLS OF ORIENTAL RESEARCH

The Divinity School of Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly,

students in the Divinity School have the privilege of attending the American School in Jerusalem or the one in Bagdad without charge for tuition. They may also compete for the financial aids which are offered annually by the Schools. These consist of four fellowships, the stipends depending upon available funds.

DIVINITY SCHOOL SEMINARS

The Divinity School, under provision of the James A. Gray fund, conducts each year two extension seminars providing two-day study courses for ministers. In 1955-56 seminars were conducted at the Main Street Methodist Church, Gastonia, N. C. and the Edenton Street Methodist Church, Raleigh, N. C. Lecturers were Dr. Clarence Seidenspinner, Dr. James T. Cleland, and Dr. John J. Rudin II.

SCHOOL FOR APPROVED SUPPLY PASTORS

In cooperation with the Department of In-Service Training of the Board of Education and the Southeastern Jurisdictional Conference of the Methodist Church, the Divinity School conducts a School for Approved Supply Pastors of the Methodist Church. The school for 1956 is scheduled for July 17-August 10.

STUDENT GOVERNMENT ASSOCIATION

Each student of the Divinity School upon enrollment becomes a member of the Student Government Association. Four officers are elected by the student body annually in April to serve for the following year. These officers, the President, Vice-President, Secretary, and Treasurer, along with the Dean of the Divinity School, serve as the Executive Committee, and the committee chairmen constitute the Student Council, which meets in monthly session to review and coordinate the programs of the several committees. It is desired that all students contribute to the corporate life of the School through active participation in the work of the committees. The Association operates on the basis of a unified budget, each student contributing to its support dues in the amount of \$5.00 per year, payable at the time of fall registration; \$2.50 at spring registration for students who enter at that time.

STUDENT PUBLICATIONS

The Divinity School student body sponsors and publishes a pictorial yearbook, *The Circuit Rider*, and a literary publication, *Encounter*.

Admission and Requirements for Degrees



Requirements for Admission

THE Divinity School is a fully accredited member of the American Association of Theological Schools, and is one of the ten accredited seminaries of the Methodist Church. Candidates for admission must hold the degree of A.B., or its equivalent, based upon four years of work beyond secondary education, in a college which is approved by one of the regional accrediting bodies, and their college records must be such as to indicate their ability to carry on graduate professional studies. They will be admitted without examination on presentation of an official, satisfactory transcript of college and all other academic credits which they may have secured. Recommendations from three responsible persons are required. Women will be admitted on the same basis as men.

Applications may be rejected where transcripts show a considerable number of low grades even though the applicant may have eventually received a degree based upon a bare "C" average, especially where the applicant has required longer than the normal eight semesters of college work. Papers filed with applications are not returned.

It is desirable that each applicant for admission show a "B" average in his college work. An average of less than "C+" is not normally considered sufficient for admission.

The applications of students from foreign countries will be considered, each on its own merits, the general principle being that a training equivalent to that of a baccalaureate degree from an accredited American college must have been secured.

Because of the necessity of limiting admission of full three-year applicants, the Divinity School does not accept transfer students from other theological schools.

In addition to an adequate academic preparation, applicants must satisfy the Faculty as to their Christian character and purpose. A formal application blank may be secured from the office of the Divinity School. This must be filled out and returned by all candidates for admission. Application for admission should be made as soon as possible after the beginning of the applicant's last semester of college work. Applications received after April 1 cannot be assured of admis-

sion, financial aid or dormitory rooms for the ensuing academic year. A minimum of thirty days is required to process any application.

All persons admitted to the Divinity School are required to report to the Student Health Service, Duke Hospital, for physical examination on days and at hours specified at the time of matriculation. No admission is final until approved by the Student Health Service, which may require submission of a health certificate prior to arrival of prospective students. Applicants are also required to take certain tests administered by the Bureau of Testing and Guidance.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission and must be formally re-admitted. A student who withdraws from the Divinity School and desires to return at a later date must file with the Dean a written request for a leave of absence.

The number of applications for admission to the School is considerably larger than the number of vacancies. In view of this fact, applicants are required on notification of admission to signify their acceptance within two weeks, and to pay an admission fee of \$15.00. (Make check payable to Treasurer of Duke University and send to the Office of the Dean of the Divinity School.) This fee is applied to the regular first-term bill if the student matriculates; if he fails to do so, the fee is forfeited. This does not apply to the Summer Session.

Under the terms of the Selective Service Act, as it now stands, pre-enrollment for later formal admission may be granted to persons who meet the Divinity School standards and requirements for admission. Applications for pre-enrollment may be addressed to the Office of the Dean. Pre-enrolled students must send transcripts of each year's college work by June 15th of each year in which they are pre-enrolled. *Pre-enrollment does not guarantee final admission*, and a person who has been pre-enrolled for any length of time must send a transcript of work by March 1 of the year in which admission is sought for the ensuing academic year. This must be accompanied by a letter from the college dean or other approved reference certifying to continued academic acceptability, good character and conduct. The admission fee of \$15.00 is due within two weeks of receipt of notice of final admission.

Not over 30 semester hours of Summer Session work may be credited toward the degree of Bachelor of Divinity.

In view of the fact that enrollment must be limited, persons who have already received the B.D. degree from Duke or elsewhere will not be admitted to the Divinity School except as special students in the Summer Session.

By special permission a student who has begun his work in the Divinity School as a candidate for the B.D. degree may be given credit for not more than 30 semester hours of work taken in another seminary

on the approved list of the American Association of Theological Schools. Except in unusual cases, request for such credits must be approved prior to the beginning of work at the other institution. In every such case, however, the final 15 hours of class credit presented for graduation must be done at Duke and must include satisfactory completion of one of the Senior Seminars. No such student will be relieved of any of the requirements for graduation specified in the catalogue of the Divinity School.

Unless all the work offered for the B.D. degree is completed within a period of nine years from the date of beginning, the student will be required to make formal application for re-admission and re-evaluation of his credits in the light of the then-existing curriculum of the Divinity School. Except in unusual cases, work of a fragmentary character taken over a long period of years, or work taken many years before a student is admitted to the Divinity School, will not be accepted for credit toward the B.D. degree.

ADMISSION ON PROBATION

1. Applicants for admission who are graduates of non-accredited colleges will be considered on their merits, but only a few who give evidence of special promise will be admitted. Specifically, such applicants must show that they have attained a superior average (not less than "B") for a four-year college course.

Admission of such persons will, in every case, be *on probation*.

2. Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may also be admitted *on probation* if their recommendations justify consideration.

Probation means:

a. Students who, during the first year of Divinity School work (thirty semester hours), maintain a consistently low average, including one or more failures, will be required to withdraw from the school.

b. Students admitted on probation may carry only limited schedules of work, the amount to be determined by the Dean.

c. In the case of a student admitted on probation, no credit will be granted for any course in which, during the first year's work (thirty semester hours), a grade of less than "C" is recorded, unless the student's entire average in the year during which a "D" grade is received is "C" or better.

d. When the student has been admitted on probation, and is subsequently found to be deficient in the essential requisites of any given area of the "Pre-Seminary Curriculum" (see next section of catalogue), the Divinity School Faculty reserves the right to direct that the student make up such deficiencies by additional courses of study taken in other

schools of Duke University in order to qualify for either the B.D. or M.R.E. degree, but without credit for such courses toward those degrees.

Students whose work after admission is not satisfactory may be placed on probation for one or more semesters and may be denied credit for courses in which "D" grades are recorded.

PRE-SEMINARY CURRICULUM

The Divinity School, in substantial agreement with the standards of the American Association of Theological Schools, recommends that prospective candidates for admission keep in mind the desirability of including the following in their undergraduate curriculum:

It is suggested that a student should acquire a total of 90 semester hours or complete approximately three-fourths of his college work in the areas listed below. No work done towards a first college degree may be used toward a Divinity School degree.

<i>Basal Fields</i>	<i>Semester</i>	<i>Sem. Hours</i>
English	6	12-16
Literature, composition and speech		
Philosophy	3	6-12
At least two of the following:		
Introduction to philosophy, history of philosophy, ethics, logic.		
Bible or Religion	2	4-6
History	3	6-12
Psychology	1	2-3
A foreign language	4	12-16
Greek, Latin, and German are especially recommended.		
Natural sciences	2	4-6
Physical or biological		
Social sciences	2	4-6
At least two of the following:		
Economics, sociology, government or political science, social psychology, education.		

Concentration of work, or "majoring," is a common practice in colleges. For such concentration or major, a constructive sequence based upon any one, two, or three of the above fields of study would lead up naturally to a theological course.

Of the various possible areas of concentration, where areas of concentration are required, a major in English, philosophy, or history is regarded to be the most desirable.

Requirements for the Degree of Bachelor of Divinity

The requirements for graduation stated in this catalogue apply to all students who entered the Divinity School after June 1, 1954. Students who entered prior to that time may graduate under the new plan or under the curriculum which was in force at the time of their original entrance.

The requirements for the degree of Bachelor of Divinity fall into six categories as follows:

I. Required Courses, to be taken by all candidates for the degree.

- | | |
|--|--------|
| 11. Introduction to the Old Testament I | 3 s.h. |
| 12. Introduction to the Old Testament II | 3 s.h. |

13. History of the Church through the Protestant Reformation	4 s.h.
17. Effective Speaking	2 s.h.
18. Early Christian Life and Literature	3 s.h.
19. Introduction to New Testament Theology	3 s.h.
20. Introduction to Christian Theology	4 s.h.
29-30. Sermon Construction—Theory and Practice	4 s.h.

II. Limited-Elective Courses.

These may be used also as free electives after the limited-elective requirements have been met, and for Vocational Group requirements.

1. Two of the following three courses required:

22. The Philosophy of Christian Education	3 s.h.
27. Christian Ethics I	3 s.h.
31. Introduction to Philosophy of Religion (or 121)	3 s.h.
2. Two of the following three courses required:

14. History of the Modern Church	2 s.h.
21. Introduction to the History of Christian Doctrine	2 s.h.
28. Movements in American Protestant Thought	3 s.h.
3. Three of the following four courses required (Students will note special requirements of each Vocational Group):

23. Church Administration I	2 s.h.
24. Philosophy of the Christian World Mission	2 s.h.
25. Educational Theory and Practice in the Church	2 s.h.
26. Introduction to Pastoral Care	2 s.h.

III. Vocational Groups.

Each student, not later than the end of the middle year, will choose one of the five Vocational Groups listed on Page 20 and will meet the vocational requirements of the group chosen.

IV. Senior Seminars.

Each student will elect one of the Senior Seminars listed on Page 35.

V. Free Electives.

The student will choose a sufficient number of courses to make up the total of 90 semester hours required for graduation. Language courses count as free electives.

- VI. English Bible. Demonstration of a detailed knowledge of the contents of the narrative portions of the English Bible. Examinations for this purpose in Old and New Testament are given each spring. (See Calendar for exact dates.)

Students who show deficiencies in English will be required to take special training in addition to meeting the other requirements for the degree. A degree may be withheld on the grounds of English deficiency only.

FACULTY ADVISORS

Each entering student is assigned to a Faculty Advisor at the time of registration and must report to his Advisor within the first three weeks of the semester.

*Suggested Distribution by Years of Required and * Limited-Elective Courses*

FIRST (JUNIOR) YEAR

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
<i>Required in this Semester</i>		<i>Required in this Semester</i>	
11. Introduction to the Old Testament I	3	18. Early Christian Life and Literature	3
13. History of the Church through the Protestant Reformation	4	20. Introduction to Christian Theology	4
17. Effective Speaking	2	Field Work Seminar (For those doing field work)	1
<i>*Limited-Electives Available in this Semester</i>		<i>*Limited-Electives Available in this Semester</i>	
23. Church Administration I	2	22. The Philosophy of Christian Education	3
31. Introduction to Philosophy of Religion	3	24. Philosophy of the Christian World Mission	2
15 hours is the normal program; not over 16 hours may be scheduled.		English Bible Examinations	0
		15 hours is the normal program; not over 16 hours may be scheduled.	

SECOND (MIDDLE) YEAR

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
<i>Required in this Semester</i>		<i>Required in this Semester</i>	
19. Introduction to New Testament Theology	3	12. Introduction to the Old Testament II	3
29. Sermon Construction—Theory	2	30. Sermon Construction—Practice	2
<i>*Limited-Electives Available in this Semester</i>		<i>*Limited-Electives Available in this Semester</i>	
21. Introduction to the History of Christian Doctrine	2	14. History of the Modern Church	2
25. Educational Theory and Practice in the Church	2	26. Introduction to Pastoral Care	2
27. Christian Ethics I	3	28. Movements in American Protestant Thought	3
15 hours is the normal program; not over 16 hours may be scheduled.		15 hours is the normal program; not over 16 hours may be scheduled.	

*See page 16 for statement on Limited-Electives.

Schedule of Required and Limited-Elective Courses

FIRST YEAR—FIRST SEMESTER

<i>Hour</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
8:30						
9:30		C. H. 13	C. H. 13	C. H. 13	C. H. 13	
10:30		Chapel	Chapel	Chapel	Chapel	
11:00		†Phil. R. 31	Assembly	†Phil. R. 31	†Phil. R. 31	
12:00		Speech 17†		Speech 17†		
2:00	O. T. 11	†C. A. 23	O. T. 11	†C. A. 23	O. T. 11	

FIRST YEAR—SECOND SEMESTER

<i>Hour</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
8:30						
9:30		Theol. 20	Theol. 20	Theol. 20	Theol. 20	
10:30		Chapel	Chapel	Chapel	Chapel	
11:00		†Phil. C. Ed. 22	Assembly	†Phil. C. Ed. 22	†Phil. C. Ed. 22	
12:00		C. A. 142*	†H. R. 24	C. A. 144*	†H. R. 24	
2:00	N. T. 18		N. T. 18		N. T. 18	

*Students doing any kind of field work will choose one of these seminars.

†Limited-Elective.

‡Additional sections of Speech are available.

SECOND YEAR—FIRST SEMESTER

<i>Hour</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
8:30						
9:30		†C. Ed. 25	†H. T. 21	†C. Ed. 25	†H. T. 21	
10:30		Chapel	Chapel	Chapel	Chapel	
11:00		†C. E. 27	Assembly	†C. E. 27	†C. E. 27	
12:00		Preaching 29		Preaching 29		
2:00	N. T. 19		N. T. 19		N. T. 19	

SECOND YEAR—SECOND SEMESTER

<i>Hour</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
8:30						
9:30			†Pastoral Care 26		†Pastoral Care 26	
10:30		Chapel	Chapel	Chapel	Chapel	
11:00		†Am. Rel. Th. 28	Assembly	†Am. Rel. Th. 28	†Am. Rel. Th. 28	
12:00		Preaching 30		Preaching 30		
2:00	O. T. 12	†C. H. 14	O. T. 12	†C. H. 14	O. T. 12	

†Limited-Elective.

THIRD (SENIOR) YEAR

Vocational Groups. One of these will be chosen by every B.D. candidate not later than the end of the Middle Year.

The student will also elect one Senior Seminar: he may not take more than one without special permission of the Dean. The Seminar will carry credit of two semester hours.

Electives in sufficient amount to complete 90 hours for graduation will be taken.

Speech 132 is required of all students found deficient in Speech and Preaching.

I. THE PREACHING MINISTRY AND PASTORAL SERVICE.

The student will plan his program so as to include:

Christian Education 25 and either 158 or 160 through 166.

Church Administration 23 and one additional course in that field.

Pastoral Care 26 and one additional course in that field.

Missions 24 and one course in Christian Ethics.

History of Religion, one course. (H.R. 159 or 108.)

II. CHRISTIAN EDUCATION.

The student should plan his course so as to include: Six courses distributed between the fields of Church Administration and Christian Education, one of which must be Christian Education 22, 125, or 129; one, Church Administration 23 and one, Christian Education 25.

III. MISSIONS.

The student should plan his program so as to include: Missions 24 and 133, one course in the History of Religion, one course in Christian Ethics; plus such courses as may be recommended by the instructor in Missions on the basis of each student's needs, interests, and previous choices.

IV. CHAPLAINCY: HOSPITAL, MILITARY, AND OTHER.

The student should plan his program so as to include: Pastoral Care 26, 170, 174, 177, and either 171 or 172, and one course either in Philosophy of Religion or one of the following courses in Christian Education: 22, 125, or 129.

V. TEACHING AND RESEARCH IN RELIGION.

During the senior year, those choosing Vocational Group V must take one course from each of five fields drawn from the following ten:

American Religious Thought

Bible (may be language)

Christian Ethics

Church History

Historical Theology

Missions and Social Ethics

Christian Education

Christian Theology

Biblical Theology (O.T. 101, 301,
310, N.T. 116, 311, 312, 319)

History and Philosophy of
Religion

ADMINISTERING THE CURRICULUM

For the administration of the curriculum the following regulations have been adopted:

Full-time students must take the required courses as specified for the respective semesters, and are advised to choose the limited-electives as suggested for each semester.

Since the four and one-half day schedule and the free week-ends have been planned with special reference to the needs of students holding pastoral charges, such students are permitted, but not required, to carry the total of the hours of the required work and limited-electives as suggested for each of the first four semesters, but the total hours may not exceed thirteen without special permission of the Dean. The amount of work in the remaining semesters will be governed by the same principle. A student who does not do creditable work will be required to reduce his schedule. The schedules of all students are subject to the approval of the Dean, but any reduction below eleven hours must be approved by the Dean.

The status of "special student" may not be granted simply to permit avoidance of the schedule of required courses. Every request for this classification will be carefully investigated and approval voted in each case by the Curriculum Committee in the cases of students already admitted to the Divinity School, and by the Admissions Committee in the case of applicants for admission as "special students."

A fee of \$10.00 is charged for auditing any course except where a student is already paying regular University fees. Permission to audit requires the approval of the Dean and the instructor concerned.

Students working under or assisted by the Duke Endowment, or by Divinity School funds, are required to take one of the Field Work seminars. This work will be taken in the second semester of the first year.

For a student taking both Greek and Hebrew, the Greek may be continued in the second year by postponing one or both of the required courses in Old and New Testament. In such cases, the Hebrew will be the free elective in that year.

A part-time student who desires to begin the study of Greek in the first year may postpone the required course in Old or New Testament.

Suitable entry will be made on the permanent record of any student who is granted permission to deviate from the requirements in the matter of language.

It is the responsibility of each student to see that he meets all requirements for graduation, and to take his courses in proper sequence. He is also responsible for seeing that any special permission granted him to deviate from the normal program is properly recorded in his personal file. Members of the Faculty have no authority to grant deviations unless these are stated in a letter from the instructor in question to the Dean and approved by him; these to be added to the student's permanent record.

Students who are reported by the treasurer's office as delinquent in their accounts will be barred from credit in courses until cleared by the treasurer's office. Transcripts will not be issued for delinquent students.

GRADING SYSTEM

The grading system of the Divinity School employs the letters A, B, C, D, and F, which have been defined as follows: A = Excellent; B = Good; C = Acceptable; D = Poor; F = Failure; WP = Withdrew Passing; WF = Withdrew Failing; and Inc. = Incomplete; P, Passed (satisfactory work in Field Work or M.R.E. Project). (See below.) No percentage equivalents are stated. A student is expected to maintain an average of C.

The Faculty has voted that in the average course of considerable size, especially required and limited-elective courses, the total of A and B grades should normally not run above $33\frac{1}{3}\%$. In all courses where the instructor considers attendance a necessary part of the work of the course, a student may not receive a grade of over C if his absences total 12% of the regular class periods, and if the absences total 24% of the class periods he may not receive credit for the course.

Grades of Incomplete received at the end of the fall semester must be removed by the completion of the work of the course not later than March 15. Grades of Incomplete received at the end of the spring semester must be removed by October 1. If the work of the course is not completed by these dates, the grades shall be recorded as "F."

No student shall be permitted to drop a course after the expiration of one-third of the period of instruction of the course without incurring failure, except for causes adjudged by the Dean to be beyond the student's control.

Requirements for the Degree of Master of Religious Education

The course of study leading to this degree is designed for individuals desiring to engage in various forms of Christian Education.

Candidates for this degree must hold the degree of A.B. (or its equivalent), based upon four years of work beyond secondary education, in a college which is approved by one of the regional accrediting bodies, and with academic and personal records which afford promise of competence in this area of service. The course of study will be especially useful for individuals who have had one or more years of experience in Christian Education and desire further training. Candidates for this degree will be limited in number, and individuals interested are urged to apply for admission well in advance of the opening of the academic year. All work offered for this degree, whether in the regular year or in summer sessions, must be completed within a period of six years from the date of beginning.

An applicant must show a college average of not less than C plus.

PREREQUISITES

Three of the following five prerequisite studies must have been taken by the candidate prior to his admission to the Divinity School or must be secured, without credit toward the M.R.E. degree, after being admitted:

General Psychology	3 s.h.
Sociology	3 s.h.
Education	3 s.h.
Philosophy	3 s.h.
Religion	3 s.h.

GENERAL REQUIREMENTS

Sixty semester hours of graduate-professional work are required for graduation. Not more than twelve semester hours of this work may be taken in approved summer sessions. Because of the necessity of limiting admission of full-time two-year applicants, the Divinity School does not accept transfer students from other institutions.

No credits are allowed for undergraduate courses. However, in approving plans of study leading to this degree, consideration will be given to earlier work taken in the fields of Biblical studies and Christian Education provided such courses were taken in the Junior and Senior years in accredited four-year colleges. Also where candidates for the degree have been engaged professionally as Directors of Christian Education for not less than twelve months prior to entering the Divinity School the amount of Field Work may, upon recommendation of the Director of the M.R.E. program and the approval of the Dean, be reduced to not less than six hours of Project or Directed Field Work during the period required for completing requirements for the degree.

A student who secures credit for 15 semester hours each semester will be in line for graduation at the end of two academic years. The amount of work allowed in each semester may not exceed that permitted in the B.D. curriculum.

COURSE REQUIREMENTS

(Not to include any courses numbered above 199, except in Biblical Studies.)

Not less than six semester hours of Divinity School work in Biblical Studies (including both Old and New Testaments) for all M.R.E. candidates, and up to twelve semester hours of such work for candidates adjudged to be insufficiently prepared in Biblical Studies.

Not less than nine nor more than fifteen semester hours in the field of Christian Education, to be distributed as follows: not less than

six nor more than twelve semester hours in courses in the practical aspects of Christian Education, and not less than three in the psychological and philosophical aspects of Christian Education.

Not less than four nor more than seven semester hours, taken in two fields, chosen from the offerings in Christian Theology, Christian Ethics, and American Religious Thought.

Not less than four nor more than seven semester hours, taken in two fields, chosen from the offerings in Church History, Historical Theology, and Philosophy of Religion.

Not less than four nor more than five semester hours, taken in two fields, chosen from the offerings in Missions, Church Administration, and Pastoral Care.

Not less than two nor more than three semester hours, taken in one field, chosen from the offerings in Speech, Public Worship, and Church Music.

Project or Directed Field Work: Not less than six nor more than twelve semester hours.

Free electives in sufficient amount to complete sixty hours for graduation will be taken, if necessary.

Senior Seminars: The Senior Seminars of the B.D. curriculum are open to M.R.E. candidates only in the second year, by special permission of the Dean.

Conduct and Ministerial Acceptability

All students are admitted subject to the rules of the University and of the Divinity School, and continuance in the School is conditioned upon the observance of such rules.

The University expects of its students loyal and hearty cooperation in maintaining high standards of conduct as well as of scholarship. The University, therefore, reserves the right, and matriculation by the student is a concession of this right, to compel the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge is made against the student.

Divinity School students whose progress and development show that they are not suited to the work of the ministry will not be permitted to continue in the School.

Courses of Instruction*



REQUIRED courses, Limited-Electives, and Senior Seminars are numbered from 11 to 99. Elective courses carrying credit in the Divinity School only are numbered from 101 to 199. Courses approved for credit in both the Divinity School and the Graduate School of Arts and Sciences are numbered above 200. Lists of courses to be offered in any semester will be available at the time of each registration.

I. Biblical Studies

OLD TESTAMENT

11. INTRODUCTION TO THE OLD TESTAMENT I.—The origin, literary forms, and contents of the books of the Old Testament in their geographical and historical setting to the Exile. 3 s.h. MR. STINESPRING

12. INTRODUCTION TO THE OLD TESTAMENT II.—The Post-Exilic period with special reference to Psalms, wisdom literature, and the problem of theodicy. 3 s.h. MR. BROWNLEE

101. POST-EXILIC PROPHECY.—A study of the Post-Exilic prophets from Ezekiel to Daniel, with special reference to Messianic prophecy. 2 s.h. MR. BROWNLEE

196. THE BIBLE AND RECENT DISCOVERIES.—A survey of the contribution of the cultural setting of the Bible as an aid to its understanding. Illustrated with archaeological slides. 3 s.h. MR. BROWNLEE

197. CULTURAL HISTORY OF PALESTINE.—A study of significant contributions to civilization made in ancient, medieval, and modern Palestine with special reference to the three religions, Judaism, Christianity, and Islam. 3 s.h. MR. STINESPRING

201-202. FIRST HEBREW.—The principles and structure of the Hebrew language with translation of selected Old Testament narratives. 6 s.h. MR. STINESPRING

207-208. SECOND HEBREW.—II Samuel the first semester and the Qumran Isaiah Scroll the second. 6 s.h. MR. BROWNLEE

301. THE RELIGIOUS THOUGHT OF POST-EXILIC JUDAISM.—A study of the development of religious ideas in Post-Exilic Judaism. Prerequisite: O.T. 11. 3 s.h. MR. BROWNLEE

304. ARAMAIC.—A study of the Aramaic portions of the Old Testament, and selected passages from the Targums, Midrashes, and Talmuds. 3 s.h. MR. STINESPRING

305. THIRD HEBREW.—A study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. 3 s.h. MR. STINESPRING

* On approval of the Dean, courses offered in the Graduate School of Arts and Sciences other than those approved for credit in the Divinity School may be approved for credit in individual cases, provided no equivalent course is offered in the Divinity School; each case to be decided on its merits.

306. ADVANCED HEBREW.—A course on the Dead Sea Scrolls. 3 s.h.

MR. BROWNLEE

307. SYRIAC.—A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic prerequisite. 3 s.h.

MR. STINESPRING

309. HISTORY OF THE ANCIENT NEAR EAST.—A specialized study of the civilizations of Egypt, Palestine, Syria, and Mesopotamia in the light of Biblical archaeology. 3 s.h.

MR. STINESPRING

310. OLD TESTAMENT PROPHECY.—The prophetic movement in Israel with special emphasis on the prophets of the eighth century B.C. Prerequisite: O.T. 11 and O. T. 12. 3 s.h.

MR. STINESPRING

SEE ALSO Pr. 183.

*HISTORY OF ART 215. RELIGIOUS ART OF THE ANCIENT NEAR EAST.—The development of art, particularly architecture and sculpture, as the material expression of religious ideas in Egypt, Mesopotamia, and in part Syria and Palestine to the Persian conquest. 3 s.h.

MR. MARKMAN

*HISTORY OF ART 216. RELIGIOUS ART OF THE CLASSICAL WORLD.—The religious art, particularly architecture and sculpture, of Greece and Rome with special emphasis on the monuments in the Near East. 3 s.h.

MR. MARKMAN

NEW TESTAMENT

18. EARLY CHRISTIAN LIFE AND LITERATURE.—A basic study of the civilization in which Christianity began; the origin and development of the Christian Church and its literature through the second century. 3 s.h.

MR. CLARK

19. INTRODUCTION TO NEW TESTAMENT THEOLOGY.—A constructive analysis and exposition of the positive doctrinal content of the New Testament. Prerequisite: N. T. 18. 3 s.h.

103-104. HELLENISTIC GREEK.—Designed for beginners to enable them to read the Greek New Testament. 6 s.h.

MR. BROWN

105. LIFE OF PAUL.—A study of Paul's life on the basis of Acts and the letters of Paul, emphasizing the permanent values in Paul's work and his contribution to the world. 3 s.h.

MR. MYERS

109. HISTORY OF THE ENGLISH BIBLE.—A general study of the history of the English version with comparison and evaluation of the numerous contemporary translations. This development will be illustrated from the Divinity School Bible collection, with access to and examination of the original editions. 3 s.h.

MR. CLARK

116. LIVING ISSUES OF NEW TESTAMENT THEOLOGY.—2 s.h.

217. THE NEW TESTAMENT IN GREEK.—Extensive reading of the Greek text of the New Testament, with special emphasis upon its interpretation. Prerequisite: six semester hours' study of the Greek language. 3 s.h.

MR. CLARK

218. GALATIANS AND I CORINTHIANS.—A detailed study of two of Paul's major epistles, based on the Greek text. Prerequisite: six semester hours' study of the Greek language. Alternate priority. 3 s.h.

220. I PETER AND THE GOSPEL OF JOHN.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. Prerequisite: six semester hours' study of the Greek language. Alternate priority. 3 s.h.

311. THE LIFE AND TEACHINGS OF JESUS.—A study of the events and sayings of the historical Jesus, in the light of His mission. 3 s.h.

MR. CLARK

* Course offered in the Graduate School of Arts and Sciences which is credited toward the degree of Bachelor of Divinity.

312. **ADVANCED NEW TESTAMENT THEOLOGY.**—An examination of the central aspects of New Testament Theology. Prerequisite: N.T. 19. 3 s.h.

313. **APOSTOLIC FATHERS.**—A study of the Christian development from Clement of Rome to Polycarp (90-155 A.D.), with readings in the Greek text. 3 s.h.
MR. CLARK

314. **PATRISTIC THOUGHT.**—A study of the development of early Christian doctrine to the period of Irenaeus. Prerequisite: N.T. 19. 3 s.h.

316. **HELLENISTIC RELIGIONS.**—A study of the Gentile religions in the Roman Empire, at the beginning of the Christian era. Prerequisite: N.T. 18. 3 s.h.
MR. CLARK

317. **THE SYNOPTIC GOSPELS.**—A detailed study of their characteristics and contents, based upon the Greek text, with attention to their respective sources and to the development of synoptic criticism. Prerequisite: N.T. 18. 3 s.h. MR. CLARK

318. **TEXTUAL CRITICISM OF THE NEW TESTAMENT.**—A study of the scientific recovery of the Greek text on which modern versions are based; manuscript discoveries; principles of textual criticism; practice in collating original manuscripts in the Duke collection. Prerequisite: N.T. 103-104, or its equivalent. 3 s.h.
MR. CLARK

319. **JUDAISM AND EARLY CHRISTIANITY.**—3 s.h.

SEE ALSO Pr. 184 and 186.

*GREEK 257.—The social and cultural history of the Hellenistic world from Alexander to Augustus. 3 s.h. MR. ROGERS

*LATIN 258.—The social and cultural history of the Graeco-Roman world. 3 s.h. MR. ROGERS

II. Historical Studies

HISTORY OF RELIGION AND MISSIONS

24. **PHILOSOPHY OF THE CHRISTIAN WORLD MISSION.**—A study of theological foundations, guiding principles, and contemporary problems of the World Christian Community. 2 s.h. MR. LACY

126. **MISSIONARY EDUCATION IN THE CHURCH.**—Practical programs for Church School, audio-visual aids, preaching, stewardship, and special projects. 2 s.h. MR. LACY

133. **HISTORY OF CHRISTIAN MISSIONS.**—A survey of the spread of Christianity with special emphasis on 19th and 20th century Protestantism. 2 s.h. MR. LACY

135. **AREA STUDIES OF THE CHRISTIAN CHURCH.**—The cultural setting and current programs and policies of the Church in one of the following areas: a. Latin America, b. India and Pakistan, c. Africa, d. Southeast Asia, e. Japan-Korea-Philippines, f. Moslem Lands, or g. United States Home Missions. (The area of study to be determined by student interest in consultation with the instructor.) 2 s.h. MR. LACY

159. **LIVING RELIGIONS OF THE NON-CHRISTIAN WORLD.**—The basic introductory course in History of Religion. Brief consideration of the nature, origin and characteristic phenomena of religion generally, followed by a survey of the major non-Christian religious traditions in their historical development. 3 s.h. MR. FOSTER

* Course offered in the Graduate School of Arts and Sciences which is credited toward the degree of Bachelor of Divinity.

179. (Formerly 108) **COMPARISON OF RELIGIONS.**—Interpretation of the Ultimate Reality, the human situation, and the fulfillment of life as conceived by the great world religions including Christianity. Prerequisite: H.R. 159 or permission of instructor. 3 s.h. MR. FOSTER

CHURCH HISTORY

13. **HISTORY OF THE CHURCH THROUGH THE PROTESTANT REFORMATION.**—A survey through the sixteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. 4 s.h. MR. PETRY

14. **HISTORY OF THE MODERN CHURCH.**—A survey of the main currents in post-reformation and modern church history. 2 s.h. MR. SCHAFER

136. **PRE-REFORMATION PREACHING.**—Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry and the issues of Christian reform. Prerequisite: C.H. 13. 2 s.h. MR. PETRY

137. **RELIGIOUS LEADERS IN CHRISTIAN HISTORY.**—Representative leaders in the early and medieval church studied in relation to contemporary churchmanship. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

138. **GREAT BOOKS IN CHRISTIAN HISTORY.**—An intensive study of Augustine's *Confessions*, Thomas à Kempis' *Imitation of Christ*, Erasmus's *Complaint of Peace*, Luther's *Christian Liberty*, Calvin's *Instruction in Faith*, and Andrewes' *Private Devotions*. 3 s.h. MR. PETRY

139. **METHODISM.**—A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: C.H. 13. 2 s.h. MR. PETRY

330. **THE CHURCH IN EUROPE SINCE 1800.**—Emphasis is placed on the relation of the church to the social, economic, and political life of Modern Europe. Particular attention is given to Papal pronouncements on social issues, the relationship of Eastern to Western institutions, and ecclesiastical historiography as it involves source editions, periodicals, and ecumenical literature. 3 s.h. MR. PETRY

331. **THE SOCIAL MESSAGE OF THE EARLY AND MEDIEVAL CHURCH.**—A study of the social teachings and contributions of the Christian church prior to the Protestant Reformation. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

332. **THE MEDIEVAL CHURCH.**—Outstanding characteristics of the medieval church, emphasizing theory, polity, institutions, sacraments, and worship. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

334. **CHURCH REFORMERS AND CHRISTIAN UNITY.**—The work of such reformers as Marsilius of Padua, William of Ockham, Jean Gerson, Pierre d'Ailly and Nicholas of Cusa in relation to ecclesiastical schism and the search for Christian unity through representative councils. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

336. **CHRISTIAN MYSTICISM IN THE MIDDLE AGES.**—Source studies, in historical perspective, of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

HISTORICAL THEOLOGY

21. **INTRODUCTION TO THE HISTORY OF CHRISTIAN DOCTRINE.**—Formative periods of doctrine and controversy illustrating the nature and content of historical theology. 2 s.h. MR. SCHAFER

120. **THE CREEDS OF CHRISTENDOM.**—A historical and interpretative study of great Christian creeds and confessions. Prerequisite: C.T. 20. 3 s.h. MR. SCHAFER

129. SEMINAR IN HISTORICAL THEOLOGY.—Selected problems in the history of Christian theology. Prerequisite: H.T. 21. 3 s.h. MR. SCHAFER

198. THE HERITAGE OF THE REFORMATION.—The doctrine and practice of the Reformers studied for their contribution to the life and thought of the modern church. 3 s.h. MR. SCHAFER

323. HISTORY OF CHRISTIAN THOUGHT I.—A historical study of theology in the ancient and medieval church. Prerequisite: permission of instructor. 3 s.h. MR. SCHAFER

324. HISTORY OF CHRISTIAN THOUGHT II.—A historical study of theology from the Reformation. Prerequisite: permission of instructor. 3 s.h. MR. SCHAFER

AMERICAN RELIGIOUS THOUGHT

28. MOVEMENTS IN AMERICAN PROTESTANT THOUGHT.—A historical survey of the main currents in Protestant thought in America. 3 s.h. MR. SMITH

199. THE AMERICAN SOCIAL GOSPEL.—A study of Protestant social thought and action in America since 1865. 3 s.h. MR. SMITH

395. CHRISTIAN THOUGHT IN COLONIAL AMERICA.—Exposition of the main currents in Protestant Theology. 3 s.h. MR. SMITH

396. CHRISTIAN THOUGHT IN NINETEENTH CENTURY AMERICA.—Comparative study of Orthodoxy and Liberalism. 3 s.h. MR. SMITH

397. CURRENT AMERICAN THEOLOGY.—Critical appraisal of conflicting tendencies in American theological thought. 3 s.h. MR. SMITH

398. MODERN AMERICAN CHRISTOLOGY.—An analysis of the historical development of modern American conceptions of the person and work of Christ. 3 s.h. MR. SMITH

370. SEMINAR: JONATHAN EDWARDS.—A critical analysis of Edward's major theological works. 2 s.h. MR. SMITH

372. SEMINAR: THEOLOGY OF PAUL TILLICH.—An examination of Tillich's philosophical theology. MR. SMITH

III. Theological Studies

PHILOSOPHY OF RELIGION

31. INTRODUCTION TO PHILOSOPHY OF RELIGION.—Historical orientation to the problems and types of religious philosophy in Western Culture. 3 s.h. MR. FOSTER

102. CHRISTIAN FAITH AND THE PROBLEM OF EVIL.—Analysis of the questions raised for faith by tragedy, suffering and or evil. examination of answers proposed in Christian and philosophical literature, endeavor to think the issues through. 2 s.h. MR. FOSTER

110. CHRISTIAN FAITH AND MODERN SCIENCE.—Relations, tensions, and possible harmonizations of scientific methodology and modern scientific knowledge with the Christian Faith. 2 s.h. MR. FOSTER

121. CONCEPTS OF DEITY.—Analysis of the outstanding ideas of God in the history of human thought, including the contemporary scene. 3 s.h. Consent of instructor. MR. FOSTER

CHRISTIAN THEOLOGY

20. INTRODUCTION TO CHRISTIAN THEOLOGY.—Contemporary theological tendencies, method and theory of knowledge, and introductory interpretation of the principal tenets of the Christian faith. 4 s.h. MR. CUSHMAN

107. **THE PERSON AND WORK OF CHRIST.**—An intensive examination of classical types of Christological and soteriological formulation in the history of Christian reflection, assessment and constructive position. Prerequisite: C.T. 20. 2 s.h. Mr. CUSHMAN

224. **CONCEPTIONS OF MAN IN WESTERN THOUGHT.**—An analysis and interpretation of important types of philosophical and theological theory. 3 s.h. Mr. CUSHMAN

321. **PLATONISM AND CHRISTIANITY.**—An analysis of Plato's religious philosophy and a survey of its continuing influence in Hellenistic and Christian thought. Prerequisite: permission of instructor. 3 s.h. Mr. CUSHMAN

322. **THEOLOGY AND PHILOSOPHY IN THE NINETEENTH CENTURY.**—Protestant thought from Schleiermacher to Troeltsch together with representative theologians of Britain. 3 s.h. Mr. CUSHMAN

325. **PHILOSOPHICAL THEOLOGY I.**—Constructive approach to the problem of faith and reason. Prerequisite: Permission of instructor. 3 s.h. Mr. CUSHMAN

326. **PHILOSOPHICAL THEOLOGY II.**—Main problems in the history of philosophical theology. Prerequisite: C.T. 325. 3 s.h. Mr. CUSHMAN

328. **SEMINAR IN TWENTIETH-CENTURY CONTINENTAL AND BRITISH THEOLOGY.**—Critical examination of the thought of Barth, Brunner, Berdyaev, Maritain, F. R. Tennant, and William Temple. 3 s.h. Mr. CUSHMAN

SEE ALSO NEW TESTAMENT 312.—ADVANCED NEW TESTAMENT THEOLOGY.

CHRISTIAN ETHICS

27. **CHRISTIAN ETHICS I.**—The central assumptions and principles of the Christian conception of the good life. 3 s.h. Mr. BEACH

114 **CHRISTIAN ETHICS II.**—A consideration of special problems involved in the application of Christian ethics in modern society. Prerequisite: C.E. 27. 2 s.h. Mr. BEACH

190. **THE CHRISTIAN CRITIQUE OF COMMUNISM.**—Analysis of and alternatives to the dynamic secular ideology from a religious standpoint. 3 s.h. Mr. LACY

192. **CHRISTIANITY AND INTERNATIONAL RELATIONS.**—An application of Christian Ethics to world problems. 3 s.h. Mr. LACY

194. **INTRODUCTION TO CHRISTIAN SOCIAL ETHICS.**—Christian norms for social policy and their application to the domestic, economic, political, and racial patterns of modern culture. 3 s.h. Mr. LACY

389. **CHRISTIAN ETHICS AND CONTEMPORARY CULTURE.**—A study of the interaction between Christian thought and current secular social theory. Prerequisite: C.E. 27 or its equivalent. 3 s.h. Mr. BEACH

390. **CURRENT PROBLEMS IN CHRISTIAN ETHICAL THEORY.**—A critical study, seminar style, of dominant issues in Christian Ethics, through an analysis of a variety of contemporary Christian treatments of such problems as love, justice, community and vocation. Prerequisite: C.E. 27 or its equivalent. 3 s.h. Mr. BEACH

391. **HISTORICAL TYPES OF CHRISTIAN ETHICS I.**—A critical study of representative statements of Christian ethical theory, through the early Reformation. Prerequisite: C.E. 27 or its equivalent. 3 s.h. Mr. BEACH

392. **HISTORICAL TYPES OF CHRISTIAN ETHICS II.**—A continuation of C.E. 391, from the Reformation through current Christian ethical theory. Prerequisite: C.E. 391. 3 s.h. Mr. BEACH

393. THE CHRISTIAN INTERPRETATION OF HISTORY.—A comparative examination of the chief secular and Christian theories of history current in Western thought. For advanced students. Prerequisite: C.E. 27. 3 s.h. MR. BEACH

394. CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of church to state. Prerequisite: C.E. 27. 3 s.h. MR. BEACH

IV. Practical Studies

CHURCH ADMINISTRATION

23. CHURCH ADMINISTRATION I.—An introduction to the administrative and supervisory procedure essential in the total work of the church. 2 s.h. MR. WALTON

142. FIELD WORK I—GENERAL.—A course designed to help with personal and parish problems, and the techniques of successful service. 1 s.h. (Note: All students working under or assisted by the Duke Endowment or by Divinity School funds are required to take this course, or 144, Field Work II, or 145, Field Work III.) MR. WALTON

144. FIELD WORK II—RURAL.—This course is designed to prepare students for work in rural churches. It emphasizes the training values in field work. 1 s.h. MR. WALTON

145. FIELD WORK III—URBAN.—This course is designed to prepare students for work in urban churches. It is planned to help the student fit into the urban situation and to gain the most from his field work. 1 s.h. MR. FISHER

146. CHURCH ADMINISTRATION II.—This course considers the principles of program planning, policy development, and leadership enlistment and training in the church. 3 s.h. MR. WALTON

147. THE URBAN COMMUNITY.—The urban environment viewed in relation to the people, institutions, organizational structure and constitutive forces giving rise to urbanism as a way of life. 2 s.h. MR. REGEN

148. CHURCH FINANCE.—A seminar to consider the principles of budget making, stewardship instruction, and every member enlistment in church support. 2 s.h. MR. WALTON

149. PARISH AND COMMUNITY RESEARCH AND ANALYSIS.—A seminar to consider the techniques of community surveys, research, and analysis. Attention is given to the use of research data in program planning and in checking on the effectiveness of church work. 2 s.h. MR. WALTON

150. THE RURAL PASTOR AND HIS WORK.—A study of the qualifications of the rural pastor and his task. Attention is given to the supervisory methods and material available for the pastor's use and to the current trends in rural life and their influence upon church work. 3 s.h. MR. WALTON

151. THE RURAL CHURCH.—A study of rural conditions and the place of the church as a community institution and the problems and situations met in local church management and supervision. 3 s.h. MR. WALTON

152. PARISH EVANGELISM.—A study seeking to prepare the student to plan a comprehensive and continuous program of evangelism for the local church. 2 s.h. MR. FISHER

153. AUDIO-VISUAL AIDS.—The principles and methods of audio-visual aids in the program of the church. 2 s.h. MR. WALTON AND OTHERS

154. THE URBAN CHURCH.—A consideration of the function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. 2 s.h. MR. REGEN

155. CHURCH POLITY: COMPARATIVE AND DENOMINATIONAL.—This is a study of the polity of the different denominations in which the students may serve, based upon the disciplines and practices of the respective denominations. 2 s.h. MR. FISHER, MR. REGEN AND OTHERS

(The plan of this course is for the class to meet as a unit one hour a week for the study of the common interests of the denominations; for the other hour the class is divided into groups on the following plan:

a. THE POLITY OF THE METHODIST CHURCH.—The study will be based upon the Methodist Discipline. MR. FISHER

b. THE POLITY OF THE BAPTIST CHURCHES.

c. THE POLITY OF THE CONGREGATIONAL-CHRISTIAN CHURCHES.

d. THE POLITY OF THE PRESBYTERIAN CHURCHES. MR. REGEN

(Courses in the polity of other churches will be arranged as needed.)

157. GROUP WORK.—The principles and skills required in group work as they apply to discussion groups, forums, panels, guided neighborhood conversation groups, social work, community organization and action. 2 s.h. MR. WALTON AND OTHERS

FIELD WORK CREDIT.—Granted on written recommendation of the Director of Field Work upon the completion of satisfactory work in C.A. 23, the completion of Field Work Seminar, 142, 144, or 145, and the performance of successful field work. 1 s.h. (Available only in the senior year.)

CHRISTIAN EDUCATION

22. PHILOSOPHY OF CHRISTIAN EDUCATION.—A basic study of the implications of theology and of educational theory for a philosophy of Christian education. 3 s.h. MR. RICHEY

25. EDUCATIONAL THEORY AND PRACTICE IN THE CHURCH.—An overall and introductory view of the educational functions of the church. Consideration is given to the work of organization, administration and supervision of the church school. 2 s.h. MR. KALE

125. THEOLOGICAL AND PSYCHOLOGICAL INTERPRETATIONS OF MAN.—An inquiry into the relations of theological and psychological views of man's nature, predicament, and deliverance. 3 s.h. MR. RICHEY

129. CHRISTIAN GROWTH OF PERSONS.—Psychological foundations of Christian nurture of children and youth. 2 s.h. MR. RICHEY

131. (Formerly 22.) PSYCHOLOGY OF RELIGION.—A study of psychological aspects of the religious life. 2 s.h. MR. RICHEY

158. CHRISTIAN EDUCATION AND THE COMMUNITY.—A study of the principles, practices, methods and materials of Christian Education as related to the total community life. 3 s.h. MR. KALE

159. CHRISTIAN FAITH AND HIGHER EDUCATION.—An examination of current philosophies of religion in higher education, with reference to student religious work and college teaching of religion. 2 s.h. MR. RICHEY

160. EVANGELISM IN THE CHURCH SCHOOL.—A study of the place of evangelism in the work of the church school. 2 s.h. MR. KALE

161. THEORIES, TYPES AND TECHNIQUES OF TEACHING.—A study of the main principles underlying religious teaching with an examination of the different methods of teaching. 3 s.h. MR. KALE

162. METHODS AND MATERIALS OF CHRISTIAN EDUCATION.—A consideration of the principal administrative problems of the church school, of the various concepts of the curriculum, and an examination of existing curricula, their nature, use and value. 3 s.h. MR. KALE

163. **WORSHIP AND DRAMA.**—Worship in its bearings upon the educational functions of the Christian religion. The use of drama in Christian Education with the creation of dramatic programs of worship and drama writing and production. 3 s.h. MR. KALE

164. **CHRISTIAN EDUCATION OF CHILDREN.**—The organization and administration of the work of the church with children of the nursery, kindergarten, primary and junior age groups. 2 s.h. MR. KALE

165. **CHRISTIAN EDUCATION OF YOUTH.**—The organization and administration of the youth program in the local church. 2 s.h. MR. KALE

166. **CHRISTIAN EDUCATION OF ADULTS.**—A study of the needs of adults; the materials, methods, and principles of organization for the Christian Education of adults. 2 s.h. MR. KALE

167. **THEOLOGY AND THE LAY MIND.**—Formulation and communication of the Christian faith, for the mind of today. (For Middlers and Seniors.) 3 s.h. MR. RICHEY

169. **THEORIES OF CHRISTIAN EDUCATION.**—A critical investigation of current theories of Christian Education. 3 s.h. MR. RICHEY

SEE ALSO: H.R. 126.

PASTORAL CARE

26. **INTRODUCTION TO PASTORAL CARE.**—A study of the background, needs and methods of pastoral work and personal counseling. 2 s.h. MR. DICKS

170. **SEMINAR IN PASTORAL CARE.**—For students preparing for full-time pastoral ministry, hospital chaplaincy, industrial chaplaincy, ministry to older people, or work with young people. Practicum. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. class and 1 s.h. clinic. MR. DICKS

171. **PASTORAL CARE PRACTICUM I.**—A study of pastoral calls and interviews. Particularly for students serving churches or working in clinical situations. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. class and 1 s.h. clinic. MR. DICKS

172. **PASTORAL CARE PRACTICUM II.**—Advanced pastoral care for students serving churches or working in clinical situations. Prerequisite: P.C. 26 or P.C. 171. 3 s.h. MR. DICKS

173. **RELIGION AND HEALTH.**—The study of the relation of body and mind and of the religious resources for health through counseling and worship. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. MR. DICKS

174. **PERSONAL COUNSELING.**—A study of formal personal counseling for those going into the ministry, religious education, and work with college students. 2 s.h. [Open to a limited number of first-year students.] MR. DICKS

175. **THE LITERATURE OF PASTORAL CARE.**—Directed reading and seminar discussion of writings in the field of psychiatry, psychology, sociology, social work, and ministry, and other fields as they relate to pastoral care. Prerequisite: consent of instructor. 2 s.h. MR. DICKS

176. **PASTORAL CARE AND SOCIAL WORK.**—Lectures by various specialists and visits to social agencies to orient the minister in relation to other specialists working with individuals and to familiarize him with social service resources. 2 s.h. [Open to a limited number of first-year students.] MR. DICKS

177. **ADVANCED SEMINAR IN PASTORAL CARE.**—Continuation of 170, which, however, is not a prerequisite. Emphasis upon hospital ministry. Practicum. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. class and 1 s.h. clinic. MR. DICKS AND OTHERS

PREACHING

29-30. SERMON CONSTRUCTION—THEORY AND PRACTICE.—An investigation of the theory of preaching (first semester). Detailed work in practice preaching and a clinical session each week on the application of theory (second semester). 4 s.h. Mr. CLELAND, MR. CARLTON AND MR. GARDNER

181. PRACTICAL PROBLEMS IN PREACHING.—Analysis of selected sermons and discussion of problems facing the preacher in the pulpit. Prerequisite: Pr. 29 and 30. 2 s.h. Mr. CLELAND AND MR. CARLTON

183. EXPOSITORY PREACHING—OLD TESTAMENT.—The exegesis and exposition of selected Old Testament passages for homiletical purposes. 2 s.h. Mr. CLELAND

184. EXPOSITORY PREACHING—THE PAULINE EPISTLES.—A study for homiletical purposes of the religious experience and theology of Saint Paul and its influence on ethical theory and practice. 3 s.h. Mr. CLELAND

185. EXPOSITORY PREACHING—NON-BIBLICAL.—An evaluation of drama, poetry and fiction for homiletical purposes. 3 s.h. Mr. CLELAND

186. EXPOSITORY PREACHING—THE JOHANNINE WRITINGS.—The exegesis and exposition of the Gospel and the Epistle of John for homiletical purposes. 2 s.h. Mr. CARLTON

SEE ALSO: C.H. 136.

WORSHIP

178. CORPORATE WORSHIP.—The theory and practice of the common worship of the Church, using various manuals of worship. One hour to be arranged. 3 s.h. Mr. RUDIN

180. CHURCH MUSIC.—A study of hymnology, song leading, and problems of the modern church choir. 2 s.h.

SPEECH

17. EFFECTIVE SPEAKING.—Fundamentals of preparation and delivery for effective communication. Offered in four sections. 2 s.h. Mr. RUDIN

132. PUBLIC SPEAKING.—Selected problems of preparation and delivery, based upon individual needs. For students deficient in speech and preaching, by recommendation of the instructors concerned. 2 s.h. Mr. RUDIN

134. LITURGICAL READING.—Practice in reading the liturgical materials of the pastoral ministry: Scriptures, prayers, and the rites and seasonal services in the Methodist *Book of Worship*. 2 s.h. Mr. RUDIN

V. Senior Seminars

In the third year each B.D. candidate will take one Senior Seminar, yielding 2 s.h. credit. No student may enroll in more than one Senior Seminar without special permission of the Dean. Senior Seminars will not yield Graduate School credit, nor be open to special students.

Enrollment in each Senior Seminar shall be normally not more than twelve. No Senior Seminar need be conducted for an enrollment of less than 5 students. Each Senior Seminar will be in charge of a Chairman. Not less than two instructors will participate in each Semi-

nar. General supervision of all Senior Seminars will be exercised by a standing committee of the Faculty.

The work done in each Senior Seminar should be equivalent to that done in a normal 2 s.h. course, with reading based upon a prepared reading list and a substantial paper or written project report.

FIRST SEMESTER

61. THE CHRISTIAN FAITH AND ITS PROCLAMATION.—2 s.h.
MR. RUDIN, MR. CUSHMAN
63. THE ECUMENICAL MOVEMENT IN THE MODERN CHURCH.—2 s.h.
MR. LACY, MR. FOSTER
65. PRACTICAL VALUES OF BIBLICAL RESEARCH.—2 s.h.
MR. CLARK, MR. WALTON, MR. BROWNLEE

SECOND SEMESTER

64. THE OLD TESTAMENT AS MATERIALS FOR TEACHING.—2 s.h.
MR. KALE, MR. STINESPRING
66. THE CHRISTIAN CHURCH AND SOCIAL CHANGE.—2 s.h.
MR. BEACH, MR. RICHEY
70. PASTORAL CARE AND PREACHING.—2 s.h.
MR. DICKS, MR. MYERS, MR. CARLTON

[Not offered 1956-57.]

62. WESTERN CHRISTIANITY AND NON-CHRISTIAN FAITHS.—2 s.h.
67. THE NEW TESTAMENT AS MATERIALS FOR TEACHING.—2 s.h.
68. CHRISTIAN EXPERIENCE AND CONTEMPORARY LIFE.—2 s.h.
69. THE WORSHIPING CHURCH.—2 s.h.

Cost, Residential Arrangement, and Student Aid



Fees and Cost

THE University tuition charge is \$225 per semester. Scholarships covering this amount are granted to all Divinity School students. Other charges are as follows:

Fees per semester:

General Fee	\$ 50.00
Approximate cost of meals per semester (estimated).....	200.00
Room per semester (double room).....	87.50
Total per semester	\$337.50

The "General Fee" is in lieu of all special charges, and includes the following fees: Matriculation, Medical, Library, Damage, Commencement, and Diploma. Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$10.00 per year plus any Federal taxes that may be imposed. This fee is payable in the fall semester.

LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the Treasurer of the University a penalty of \$5.00.

Living Accommodations

Women graduate students occupy Epworth Hall, which provides facilities for fifty-seven women, on the Woman's College Campus. Dining hall facilities are not available in Epworth Hall. Meals may be had in the cafeterias of the Unions. The rental charge for a single room is \$250.00 for the academic year, or \$125.00 each semester. The rental charge for a double room is \$400.00 for the academic year, or \$100.00 for each occupant each semester. There are no lodging facilities on the campus for married couples. Such students should plan to arrange for rooms or apartments in private homes in the city. The

Housing Bureau maintains a file of rooms and apartments listed with it for rental. Students may use this file as an aid to locating suitable lodging accommodations.

The Men's Graduate Center is available to men of the graduate and professional schools. It has facilities for four hundred men, complete with lounges, study rooms, recreational rooms, post office and dining hall. The rooms are equipped for two persons and the rental charge for a double room is \$350.00 for the academic year, or \$87.50 for each occupant each semester.

Rooms are rented for a period of not less than one semester, or in the case of a medical student, one quarter, and without special arrangements, the rate is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made through the Housing Bureau only after official acceptance for admission to the University. A \$25.00 room deposit is required of each applicant before a room reservation is made. After a room is reserved, the deposit will not be refunded to accepted applicants who fail to enter the University. The initial room deposit is effective during the student's residence in the University if attendance is continuous in regular academic years. This deposit will be refunded to resident students under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of his room through the Housing Bureau and has settled all of his account with the Treasurer.

A resident student, in order to retain his room for the succeeding academic year, must make application at the office of the Housing Bureau for confirmation of the reservation in accordance with the plan that is published during the school year.

Any exchange of rooms must be arranged at the Housing Bureau. Persons exchanging rooms without the approval of the Housing Bureau will be subject to charges for both rooms.

The authorities of the University do not assume responsibility for the persons selected as roommates. Each student is urged to select his roommate when the room is reserved.

Beds and mattresses (39"x74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets and pillows. Rugs, totaling not more than 54-square-

feet, study lamps and curtains are permissible, and if desired, are furnished by the room occupants.

Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when room reservations are made. Occupants are expected to abide by these regulations.

DINING HALLS

Food service on both the Woman's College Campus and the West Campus is cafeteria style. The cost of meals approximates \$1.75 to \$2.25 per day depending upon the need and taste of the individual. The dining facilities on the West Campus include three cafeterias with multiple choice menus and, in addition, the Oak Room, where full meals and *a la carte* items are served. The Men's Graduate Center has a cafeteria open at meal hours, and a coffee lounge which is open until 11:00 P.M. The prices are the same as in the West Campus Union.

Student Aid

Duke University remits its regular tuition charges to all students enrolled in the Divinity School. In recognition of this, students are expected to render occasional services such as the teaching of Church School classes and responding to calls for particular services. Financial aid, over and above this, is available only in the form of grants-in-aid and work scholarships. These funds come from sources described on pages 39 through 42 of this catalogue. Those appointed to such work agree to give ten weeks' service during the summer months to a church to which they are assigned. In return they receive their board and room for the period of their summer service and amounts varying up to \$650. By special arrangement a student may be assigned to a church for five weeks' work with one-half the stated remuneration. This plan provides an opportunity for earning a large part of the year's expenses, while at the same time assuring the student valuable experience in religious leadership.

In most cases students will be expected to be able to finance themselves for the first semester of work in the Divinity School; those who show that they can carry their school work satisfactorily are then eligible for various forms of financial assistance.

Students who must have additional income over and above their summer's earnings may secure part-time employment during the academic year. They are strongly urged, however, to make their arrangements so that they will not have duties which will prevent their taking the fullest advantage of the educational and cultural opportunities of the Divinity School.

Students or wives desiring employment with the University should apply to The Director of Personnel, Duke Station, Durham, N. C.; office 01 Allen Building.

FIELD WORK SUPERVISION

The Department of Field Work is maintained to help students receiving financial aid to secure work opportunities where they may render service for such aid. Their work will be supervised so that their experiences may be part of their ministerial training. Students are also helped to secure work opportunities for the experience to be gained. All students working under the department have their board, room, laundry, and travel expenses provided by the charge served. Certain courses are required of all students engaged in field work and are designed to prepare them for the work in which they engage. All students assigned to field work must maintain satisfactory grades and attitudes.

All students working under the Duke Endowment or similar aid are required to attend the Christian Convocation unless excused in writing by the Dean on recommendation of the Director of Field Work.

LOAN FUNDS

Divinity School students who have satisfactorily completed one semester's work are eligible to apply for loans from the University Loan Funds. Such applications should be filed on the approved forms in the Office of the Secretary of Duke University within the first week of each semester.

ENDOWED SCHOLARSHIP FUNDS

Certain special scholarship funds have been established, the income of which is available for students wishing to secure training in preparation for the Christian ministry.

These scholarships are all awarded on the basis of service performed in a local church, thus providing experience as well as financial aid for the student.

N. EDWARD EDGERTON FUND

In 1939 Mr. N. Edward Edgerton of Raleigh, North Carolina, an alumnus of Duke University of the Class of 1921, a member of the Board of Trustees of the University and a member of the Committee on the Divinity School, established the N. Edward Edgerton Fund. The award is limited to students who are candidates for the B.D. degree.

P. HUBER HANES SCHOLARSHIP

Mr. P. Huber Hanes of Winston-Salem, North Carolina, an alumnus of Duke University of the Class of 1900 and a member of the

Board of Trustees, has established an annual scholarship yielding the sum of \$400.00.

ELBERT RUSSELL SCHOLARSHIP

In 1942 the Alumni Association of the Divinity School established a scholarship fund in honor of Elbert Russell, Dean Emeritus of the Divinity School and for a number of years Professor of Biblical Theology.

W. R. ODELL SCHOLARSHIP

In 1946 the Forest Hills Methodist Church, Concord, North Carolina, established a scholarship fund in memory of W. R. Odell, for many years a member of the Board of Trustees of the University.

MYERS PARK SCHOLARSHIP FUND

The Myers Park Scholarship Fund was established in 1948 by contributions of the members of the congregation of the Myers Park Methodist Church, Charlotte, N. C.; the income to be used for the benefit of the Divinity School.

HERSEY E. SPENCE SCHOLARSHIP

In 1947 the Steele Street Methodist Church of Sanford, North Carolina, established a scholarship fund in honor of Professor Hersey E. Spence, a former pastor of the congregation, the income to be used for scholarship aid to deserving students of the Divinity School.

GEORGE M. IVEY SCHOLARSHIP FUND

This fund was established December 8, 1948, by gift of George M. Ivey, of Charlotte, North Carolina, an alumnus of Duke University of the Class of 1920, the income to be used for scholarship aid for deserving students in the Divinity School.

LAURINBURG CHRISTIAN EDUCATION FUND

This fund was established December 11, 1948, by gift through the Methodist College Advance Fund, the income to be used for scholarship aid for worthy students of the Divinity School.

JESSE M. ORMOND SCHOLARSHIP FUND

In 1948 the North Carolina Conference established a fund in honor of Professor Jesse M. Ormond, who for many years was Director of Field Work in the Divinity School and Professor of Practical Theology.

THOMAS JEFFERSON FINCH SCHOLARSHIP

In 1955 Mr. George Davis Finch, '24, and Mr. Brown Faucette Finch, '54, established an annual scholarship in the amount of six hundred and fifty dollars a year in memory of Mr. Thomas Jefferson Finch, Trinity College Class of 1884, who was the father and grandfather of the donors.

R. ERNEST ATKINSON LEGACY

In 1952, under the will of the Reverend R. Ernest Atkinson, of Richmond, Virginia, a member of the Trinity College Class of 1917, a sum of money was given to the Divinity School, the income to be used for the benefit of the School.

DUKE ENDOWMENT GRANTS-IN-AID

The Duke Endowment provides aid to North Carolina rural Methodist churches for operation and maintenance. There are available from this source grants-in-aid to provide additional pastoral service. At the present rate of income approximately seventy students can be employed as assistant pastors in this service during the summer. Terms of these grants are given on page 38 of this catalogue.

ANNUAL SCHOLARSHIPS

In addition to the endowed scholarship and funds provided by the Duke Endowment, the Divinity School receives annual scholarship funds from the following organizations and individuals: The Virginia Conference Duke Alumni; Myers Park Methodist Church, Charlotte, N. C.; the Dilworth Methodist Church, Charlotte, N. C.; the South Carolina Conference of the Methodist Church; The First Methodist Church, Morehead City, N. C. and Park Temple Methodist Church, Fort Lauderdale, Florida.

These scholarships are awarded on the same basis as the endowed scholarships.

THE METHODIST CHURCH

The Methodist Church makes a substantial contribution to the Divinity School by designating a certain percentage of its World Service offerings to the School.

The North Carolina and the Western North Carolina Conferences, direct a certain percentage of the College Sustaining Fund to the Divinity School.

THE METHODIST COLLEGE ADVANCE

The Divinity School was a participant in the North Carolina Methodist College Advance with askings of \$200,000.00 for scholarship aid and extension of the School's service to ministers. Many local churches and individuals have shared in the raising of this significant sum. Specific contributions are the Henry Harrison Jordan Loan Library, the James A. Gray Fund, the J. M. Ormond Fund, the Laurinburg Christian Education Fund, and the Hersey E. Spence Fund.

THE JAMES A. GRAY FUND

In 1947 Mr. James A. Gray of Winston-Salem, North Carolina, presented the fund which bears his name to the Divinity School for

use in expanding and maintaining its educational services in behalf of North Carolina churches and pastors. From this fund three scholarships are awarded, two in city church work, and one in rural church work. The Divinity School Seminars and a number of scholarships in the School for Approved Supply Pastors are also supported by income from this gift as well as the James A. Gray Lectures.

FRANK S. HICKMAN PREACHING PRIZE

The Frank S. Hickman prize in preaching, amounting to \$90.00 in cash for the best sermons preached in an annual contest, was established in 1950.

The Summer Session of The Divinity School *Summer, 1956*

Class enrollments will be controlled as occasion may arise so as to secure a fairly even distribution among the courses offered in each term.

First Term: June 12-July 17

S107 (DS). THE PERSON AND WORK OF CHRIST.—An intensive examination of classical types of Christological and soteriological formulation in the history of Christian reflection, assessment and constructive position. 9:20-10:40. 3.205. 3 s.h.
MR. CUSHMAN

S170 (DS). SEMINAR IN PASTORAL CARE.—For students preparing for full-time pastoral ministry, hospital chaplaincy, industrial chaplaincy, ministry to older people, or work with young people. Practicum. 1:40-3:00. 53.318. 3 s.h.
MR. DICKS

S198 (DS). THE HERITAGE OF THE REFORMATION.—The doctrine and practice of the Reformers studied for their contribution to the life and thought of the modern church. 11:00-12:20. 3.205. 3 s.h.
MR. SCHAFER

S394 (DS). CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of church to state. 7:40-9:00. 53.318. 3 s.h.
MR. BEACH

Second Term: July 19-August 23

S137 (DS). RELIGIOUS LEADERS IN CHRISTIAN HISTORY.—Representative leaders in the early and medieval church studied in relation to contemporary churchmanship. 7:40-9:00. 53.318. 3 s.h.
MR. PETRY

S158 (DS). CHRISTIAN EDUCATION AND THE COMMUNITY.—A study of the principles, practices, methods and materials of Christian Education as related to the total community life. 9:20-10:40. 53.318. 3 s.h.
MR. KALE

S196 (DS). THE BIBLE AND RECENT DISCOVERIES.—A survey of the contribution of the cultural setting of the Bible as an aid to its understanding. Illustrate with archaeological slides. 11:00-12:20. 53.318. 3 s.h.
MR. BROWNLEE

Enrollment 1955-56



Fall and Spring Semesters

Allen, Julia Mae (B.A., Millsaps College), Quitman, Miss.
Armstrong, James M., Jr. (A.B., Wofford College), Belmont, N. C.
Auman, George E. (A.B., High Point College), Seagrove, N. C.

Bailey, William Ray (B.A., Emory and Henry College), Tazewell, Va.
Baldridge, Robert Lee (B.A., University of Richmond), Richmond, Va.
Barden, Lawrence Edgerton (A.B., Duke University), Boone, N. C.
Barnes, John Hyce (A.B., Duke University), Lumberton, N. C.
Barr, Carl Benjamin (A.B., High Point College), Thomasville, N. C.
Batsel, Edmond E., Jr. (A.B., Kentucky Wesleyan College), Owensboro, Ky.
Bayliss, Welden C. (B.S., University of North Carolina), Waxhaw, N. C.
Beard, Douglas Roach, Jr. (A.B., Duke University), Charlotte, N. C.
Beaty, Fred Donald (A.B., Duke University), Belmont, N. C.
Bedsworth, Ellis Jennings (B.S., East Carolina College), Marshallberg, N. C.
Beers, Birt Adriance (B.A., Ohio Wesleyan University), Lansing, Mich.
Berrier, Paul Raymond (A.B., Duke University), Thomasville, N. C.
Berry, William Preston (B.A., Randolph-Macon College), Staunton, Va.
Bideaux, Rene Orville (B.S., North Carolina State College), Meadville, Pa.
Bigham, William Ormand (A.B., High Point College), Greensboro, N. C.
Bishop, William Warren (A.B., Duke University), Durham, N. C.
Black, Bobby Carl (A.B., Kentucky Wesleyan College), Owensboro, Ky.
Blackburn, Charles Edward (B.A., Athens College), Sante Fe, Tenn.
Blocker, Richard Riddick (A.B., Wofford College), Charleston, S. C.
Bock, James Ray (B.A., Randolph-Macon College), Norfolk, Va.
Bradley, Erman Franklin (B.S., Wofford College), Gastonia, N. C.
Bridger, Donald Gene (A.B., High Point College), Thomasville, N. C.
Brodie, Robert Stewart (B.A., University of Florida), Inez, N. C.
Browning, Paul C. (A.B., Morris Harvey College), Charleston, W. Va.
Buckey, Charles William (A.B., Davidson College), Charlotte, N. C.
Bullock, Evander Burns (A.B., High Point College), Marion, S. C.
Bunn, Paul Grayson (A.B., High Point College), Troy, N. C.
Burnett, James Palmer (B.A., Millsaps College), Ellisville, Miss.
Burnett, Marshall E., Jr. (B.S., Millsaps College), Jackson, Miss.
Bursch, Lawrence Alvin (B.A., Harpur College), Endicott, N. Y.
Burton, John Matthew (A.B., High Point College), Reidsville, N. C.
Byrd, Julian LeGrand, Jr. (A.B., University of Florida), Seville, Fla.

Campbell, Deroy C. (B.A., Randolph-Macon College), Penhook, Va.
Carroll, Jackson Walker, Jr. (A.B., Wofford College), Chester, S. C.
Caudill, Charles Clayton (A.B., High Point College), Clayton, N. C.
Cheyne, William Andrew (B.A., University of North Carolina), Fayetteville, N. C.
Clapp, Rosser Lee (A.B., Elon College), Garner, N. C.
Claytor, Robert Brown (B.A., Berea College), Kingsport, Tenn.
Cogdell, James Black (B.A., Huntington College), Montgomery, Ala.
Coleman, Howard Luther (A.B., High Point College), Concord, N. C.
Cooke, Reginald James (A.B., High Point College), Maiden, N. C.
Corr, Laughton Lee (B.A., Randolph-Macon College), Richmond, Va.
Crim, Frank Sprint (B.A., Randolph-Macon College), Winchester, Va.
Crow, Earl Pickett, Jr. (A.B., Duke University), Atlanta, Ga.
Crum, John Hammond (A.B., Emory University), Raleigh, N. C.
Currin, Beverly Madison, Jr. (A.B., Elon College), Burlington, N. C.
Doser, William Richard (B.A., Baldwin-Wallace College), Cleveland, Ohio

Dulin, Max Wade (A.B., High Point College), Newton, N. C.
Dyar, William Heller (A.B., High Point College), Raleigh, N. C.

Epperson, James Sidney (A.B., Wofford College), New Bern, N. C.
Eskridge, James Brink (B.S., Millsaps College), Sherman, Miss.
Eubanks, Roy Lamar (A.B., High Point College), Lockhart, S. C.

Falls, Edgar Markham (B.A., University of North Carolina), Gastonia, N. C.
Ferguson, Avery Arthur (A.B., High Point College), Spray, N. C.
Fidler, George Arthur (A.B., Catawba College), Burlington, N. C.
Fisher, Arthur Mickey (A.B., Wofford College), Union, S. C.
Flewellen, Barbour Harrison (B.A., M.S., University of Virginia), Norfolk, Va.

Flowers, Henry Franklin (A.B., Birmingham-Southern College), Spartanburg, S. C.
 Fulcher, John Rodney (A.B., Duke University), Greenville, N. C.
 Futch, Ladell J. (B.S., Louisiana Polytechnic Institute), Farmerville, La.

Garris, Horace Stanford (A.B., Atlantic Christian College), Apex, N. C.
 Giles, Woodrow Adams (B.A., Lynchburg College), Danville, Va.
 Glass, Joseph Conrad, Jr. (B.S., North Carolina State College), Raleigh, N. C.
 Goodwin, James William (A.B., Birmingham-Southern College), Chalkville, Ala.
 Gore, Albert Notly, Jr. (B.A., Millsaps College), Mathiston, Miss.
 Greenwood, Lawrence Henry, Jr. (A.B., Morris Harvey College), Charleston, W. Va.
 Grill, Charles Franklin, Jr. (A.B., Asbury College), Baltimore, Md.
 Grose, James Chalmus, Jr. (A.B., High Point College), Charlotte, N. C.
 Groseclose, Henry Monroe (B.S., East Tennessee State College), Appalachia, Va.

Hall, William Pollard, Jr. (B.A., University of Virginia), Phyllis, Va.
 Hanson, Coriless Victor (B.S., University of Alabama), Panama City, Fla.
 Harper, Charlie Fred (B.A., Athens College), Cumberland Furnace, Tenn.
 Hastings, Robert C. (B.A., Randolph-Macon College), Norfolk, Va.
 Hawkins, Johnnie Everett (A.B., High Point College), Charlotte, N. C.
 Hayes, John Samuel (B.A., Randolph-Macon College), Pauls Cross Roads, Va.
 Haynes, Donald William (A.B., High Point College), Jamestown, N. C.
 Head, Sidney Alexander (B.A., Millsaps College), Columbia, Miss.
 Heath, Edward Madison (B.S., Catawba College), Kernersville, N. C.
 Heath, Henry Lewis, Jr. (B.S., University of Alabama), Birmingham, Ala.
 Henley, Earle Erwin, Jr. (B.A., Randolph-Macon College), Waynesboro, Va.
 Henley, James Walton (B.A., Emory University), Wilson, N. C.
 Heston, Warner Roberts, Jr. (B.S., Drexel Institute of Technology), Drexel Hill, Pa.
 Hilton, Roger Edward (B.S., East Tennessee State College), Johnson City, Tenn.
 Hinds, Patsy Emma (B.A., Memphis State College), Memphis, Tenn.
 Hodges, Louis Wendell (B.A., Millsaps College), Durham, N. C.
 Hoffmann, Theodore S. (A.B., Duke University), Dunbar, W. Va.
 Houk, J Edwin (A.B., Duke University), Sanford, Fla.
 Howard, Michael Ross (A.B., Duke University), Concord, N. C.
 Huggins, George Elbert (A.B., Wofford College), Batesburg, S. C.
 Hughes, Harold Hasbrouck (B.A., Randolph-Macon College), Danville, Va.
 Hunter, Billy Van (A.B., High Point College), Winston-Salem, N. C.
 Hutcheson, Ann (B.S., Georgia State College for Women; M.R.E., Emory University),
 Sandersville, Ga.

Irwin, Robert Lynn (B.A., University of Tennessee), Knoxville, Tenn.

James, Robert Earl (A.B., Wofford College), Florence, S. C.
 Jarrett, Richard Bailey (B.A., Marshall College), Beckley, W. Va.
 Jeffries, William Mac (B.S., University of Virginia), Washington, D. C.
 Jernigan, Julius Oscar (A.B., Atlantic Christian College), Spring Hope, N. C.
 Jones, Jewel Anne (A.B., High Point College), Charlotte, N. C.
 Jones, Thomas Charles, Jr. (A.B., Wofford College), Sumter, S. C.

Keating, Harold Julian (B.S., University of Tampa), Tampa, Fla.
 Kellum, Elmer Owen, Jr. (B.S., Davidson College), Atlanta, Ga.
 Kelly, Kayle Kesling (B.A., Lynchburg College), Alta Vista, Va.
 Key, Joel Thomas (A.B., Asbury College), Greensboro, N. C.
 Kilburn, Stanley Collins (B.S., Memphis State College), Union City, Tenn.
 King, Arnold Kimsey, Jr. (B.A., University of North Carolina), Chapel Hill, N. C.
 King, John Thomas (A.B., Duke University), Gastonia, N. C.
 Kittrell, David Lewis (B.S.J., Southern Methodist University), Dallas, Texas
 Knoch, Elmo Albert, Jr. (A.B., Hendrix College), Little Rock, Arkansas

Lambert, Wilson Sharpe (B.A., Millsaps College), Pelham, N. C.
 Lampton, Josephine (B.A., Millsaps College), Tylertown, Miss.
 Lee, Thomas Smith, Jr. (A.B., Alabama Polytechnic Institute), Russellville, Ala.
 Lore, Auburn William (A.B., Morris Harvey College), Chesapeake, W. Va.
 Love, Robert Hugh (B.A., Marshall College), Point Pleasant, W. Va.
 Lowdermilk, William P. (A.B., Emory University), Norman, N. C.
 Lugar, Lawrence Edward (B.A., Lynchburg College), Roanoke, Va.
 Lyndon, George Earl, Jr. (A.B., High Point College), Thomasville, N. C.

McCord, William Keith (B.A., University of Tennessee), Alamo, Tenn.
 Madren, Thomas Wheeler (A.B., Elon College), Albemarle, N. C.
 Mann, William Howard (B.A., Bethel College), McKenzie, Tenn.
 Mansfield, Jack Percia (A.B., Duke University), Cumberland, Md.
 Martin, Murray Anthony (A.B., Florida Southern College), Bradenton, Fla.
 Martin, Richard Kelly (B.A., Lynchburg College), Lynchburg, Va.
 Martinson, Jacob Christian, Jr. (B.A., Huntington College), Montgomery, Ala.
 Mason, Randall Chaplain (A.B., Duke University), Paterson, N. J.
 Means, Jerry A. (A.B., Centenary College), Ida, Louisiana
 Medlin, Boyce Conway (B.A., Wake Forest College; B.D., Duke University), Durham, N. C.
 Medlin, Ruth Wheeler (B.A., Union College), Durham, N. C.
 Metcalfe, Charles Harold, Jr. (B.A., University of North Carolina), Forest City, N. C.
 Midgett, Peleg Dameron, III (A.B., Duke University), Engelhard, N. C.
 Morris, Joseph Russell (B.A., Emory and Henry College), Pound, Va.
 Morton, Theodore Roosevelt, Jr. (A.B., Wofford College), Florence, S. C.

Mullins, H. Stanley (A.B., Birmingham-Southern College), Chatom, Ala.
Myrick, Cecil Kenneth (B.A., Randolph-Macon College), East Spencer, N. C.

Nates, James Herbert, Jr. (A.B., University of South Carolina), Columbia, S. C.
Needham, Edwin Garber (A.B., High Point College), Winston-Salem, N. C.
Nesbitt, Charles Burns (A.B., Wofford College), Spartanburg, S. C.
Nichols, Alden Wesley (A.B., Tusculum College), Knoxville, Tenn.
Northrop, Richard Armstrong (A.B., Duke University), Hermon, N. Y.

O'Kelly, Wendell Vernon (B.A., McMurry College), Matador, Texas
Olmstead, Wayne Carr (A.B., Hendrix College), Heber Springs, Ark.

Parker, David Bryce (A.B., High Point College), Lexington, N. C.
Parsons, Weldon Thomas, Jr. (A.B., The Citadel), Charleston, N. C.
Pearce, Harvey W. (A.B., Lenoir Rhyne College), Hickory, N. C.
Peden, Harold Glenn (B.A., Millsaps College), Terry, Miss.
Pelt, Michael Riley (B.A., Troy State Teachers College), Marianna, Fla.
Penberthy, Robert John (A.B., Duke University), Wilmette, Ill.
Penick, John Jacob (A.B., Wofford College), Salisbury, N. C.
Pennigar, Charles Franklin (B.A., Catawba College), Monroe, N. C.
Pfister, John William (A.B., Baker University), Kansas City, Mo.
Phillips, Henry Arthur (B.A., Emory and Henry College), Wytheville, Va.
Pollock, Henry Morrison (A.B., Asbury College), Kernersville, N. C.
Pope, Thomas Arnold (A.B., Duke University), Stokes, N. C.
Pratt, Martin Sheppard (B.S., American University), Washington, D. C.

Quick, William Kellon (B.A., Randolph-Macon College), Gibson, N. C.
Quigley, Horace Gilbert (A.B., Atlantic Christian College), Ayden, N. C.

Ralls, Robert Johnson (A.B., Guilford College), Greensboro, N. C.
Ranson, Leonard Buckland, Jr. (A.B., Washington and Lee University), Baltimore, Md.
Rath, Lisle Frederick (A.B., Duke University), Fulton, N. Y.
Reed, Clark Sutcliffe (A.B., Davidson College), Ft. Lauderdale, Fla.
Reed, John Edwards (B.A., University of Arkansas), Mena, Ark.
Regnier, Robert Atwood (A.B., Hendrix College), Crossett, Ark.
Rice, Grady Julius (A.B., Elon College), Sanford, N. C.
Richardson, Donald Lee (B.M., John B. Stetson University), Hastings, Fla.
Riffe, David (B.A., Marshall College), Beckley, W. Va.
Riley, Jasper Otis (B.A., Lynchburg College), Rustburg, Va.
Roane, William Bradford (A.B., Emory University), Atlanta, Ga.
Robertson, Richard Norris (A.B., Birmingham-Southern College), Talladega, Ala.
Robinson, George Parks (A.B., Duke University), Charlotte, N. C.
Roettger, Charles Donald (A.B., Union College), Fort Thomas, Ky.
Rogers, Margaret Reid (A.B., Agnes Scott College), Easley, S. C.
Russell, Robert Glenn, Jr. (A.B., High Point College), Greensboro, N. C.

Sain, Daniel Dennis (A.B., Lenoir-Rhyne College), Belwood, N. C.
Sartin, Charles William (A.B., Guilford College), Stokesdale, N. C.
Schuler, Thomas Wilburn, Jr. (A.B., Morris Harvey College), Charleston, W. Va.
Scott, Charles Richard (B.A., Lynchburg College), Nottaway, Va.
Sharp, Raymond J. (A.B., Waynesburg College), Mays Landing, N. J.
Shelton, Gary James (B.A., Lynchburg College), Amherst, Va.
Sherard, Lewis Ramey (A.B., Wofford College), Abbeville, S. C.
Sherman, Robert Edgar (B.A., Otterbein College), Cleveland, Ohio
Sherman, William Welby, Jr. (A.B., Dickinson College), Baltimore, Md.
Shore, Ella Eugenia (A.B., College of William and Mary), Arlington, Va.
Simmons, Lewis Bill (A.B., Elon College), Albemarle, N. C.
Simonton, Charles Alison (B.S. and M.S., Northwestern University), Covington, Tenn.
Simpson, Robert T. (A.B., Duke University), Rock Hill, S. C.
Smith, Dwight Moody, Jr. (A.B., Davidson College), Spartanburg, S. C.
Smith, Grover Artis, Jr. (B.S., Florida Southern College), Angier, N. C.
Smith, Henry Ralph (B.S., University of Alabama), Birmingham, Ala.
Smith, Jack Courtney (A.B., Catawba College), Concord, N. C.
Smith, James Weldon, III (B.A., Yale College), Fredericksburg, Va.
Smith, Walter Christian, Jr. (A.B., American University), Washington, D. C.
Speight, James Braxton (A.B., Asbury College), Sunbury, N. C.
Spillman, John Perry, Jr. (A.B., Duke University), Charlotte, N. C.
Stark, Rufus Haywood (A.B., Duke University), Greenville, N. C.
Starnes, William Brantley (A.B., Duke University), Burlington, N. C.
Stiles, Clara Louise (B.A., Otterbein College), Hadley, Mass.
Streetman, Robert (B.A., Millsaps College), Durant, Miss.
Sutton, John Hardy, Jr. (A.B., Duke University), La Grange, N. C.

Taylor, Melba (A.B., Lenoir-Rhyne College), Leesville, S. C.
Thomas, Arthur Chester (A.B., Colgate University), Auburn, N. Y.
Thomas, William Alan (A.B., Duke University), Mathews, Va.
Thompson, Emerson McLean, Jr. (A.B., Duke University), Burgaw, N. C.
Thompson, Ralph Edward (B.A., Bluefield College), Bluefield, W. Va.
Tisdale, Walter Eugene (A.B., High Point College), Saxapahaw, N. C.
Townsend, Kenneth Ross (A.B., Birmingham-Southern College), Jasper, Alabama
Turner, Richard William (B.A., University of North Carolina), Charlotte, N. C.
Tyson, Vernon Cephus (A.B., Guilford College), Biscoe, N. C.

Unrah, Oliver M. (S.T.B., Boston University), Chapel Hill, N. C.

Van Reenen, Albert Cecil, Jr. (A.B., West Virginia University), Bluefield, W. Va.

Vestal, Max Brown (A.B., Elon College), Asheboro, N. C.

Volskis, Wilhelm Siegfried (A.B., Randolph-Macon College), Richmond, Va.

Walker, Odell Franklin (A.B., High Point College), Rockingham, N. C.

Walter, William N. (B.A., Lycoming College), Union Springs, N. Y.

Walters, William Dabney (B.A., Lynchburg College), Lynchburg, Va.

Ward, Gerould Allen, Jr. (B.A., Lynchburg College), Lynchburg, Va.

Weekley, George Clyde (B.S. in Ed., University of Alabama), Perdido, Ala.

Weeks, Thomas Wallace (A.B., Duke University), Enfield, N. C.

White, Christian (B.A., Pembroke State College), Burlington, N. C.

White, Thomas Lynnwood (B.A., Randolph-Macon College), Richmond, Va.

Whitehurst, Walter Allen (B.A., Randolph-Macon College), Princess Anne, Va.

Whitted, Mary Jo (A.B., High Point College), Canton, N. C.

Whorton, Tennyson Lucious, Jr. (B.A., Southern Methodist University), Kerens, Texas

Wier, Kenneth Rule (B.A., University of Tennessee), Knoxville, Tenn.

Wilbur, Ralph Edgar (A.B., Lambuth College), Oakham, Mass.

Williams, Grace (A.B., Duke University), Durham, N. C.

Wilson, Barrett Dallas (B.S., North Carolina State College), Raleigh, N. C.

Witherspoon, Martha Carolin (A.B., Lenoir-Rhyne College), Hickory, N. C.

Witter, Hamilton Clarke (A.B., Allegheny College; M.B.A., Stanford University), Thomas-

ville, Ga.

Wolscheiber, Herta (University of Graz), Graz, Austria

Wolverton, Wallace (Ph.D., University of Chicago), Greenville, N. C.

Womack, Sam Jones, Jr. (A.B., Florida Southern College), Lakeland, Fla.

Wragg, Paul H., Jr. (B.S., Florida State University), Roxboro, N. C.

Wright, Edward Turner (B.S., Randolph-Macon College), London Bridge, Va.

Yarbrough, Charles Curtis (A.B., Duke University), Concord, N. C.

Young, Charles Milton (A.B., Berea College), Bald Creek, N. C.

Young, John LeRoy, Jr. (B.A., Lynchburg College), South Boston, Va.

Students Enrolled in the Department of Religion of The Graduate School of Arts and Sciences 1955-56

Benjamin, Walter W. (B.A., Hamline University; B.D., Garrett Biblical Institute), Pipestone, Minn.

Brown, Jesse H. (A.B., Elizabethtown College; B.D., Crozer Theological Seminary), Brownstown, Pa.

Brown, Milton P. (A.B., Birmingham-Southern; B.D., Louisville Presbyterian Seminary), Bardstow, Ky.

Cain, Glen T. (A.B., A.M., Baylor University; B.D., Th.M., Southwestern Baptist Seminary), Alba, Texas

Chalker, William H. (B.A., Maryville College; B.D., McCormick Theological Seminary), Birmingham, Ala.

Clegg, James L., Jr. (A.B., Mercer University; B.D., Th.M., Southeastern Baptist Theological Seminary), Dalton, Ga.

Daniels, Boyd L. (A.B., College of Wooster; B.D., McCormick Theological Seminary), Sandusky, Ohio.

DeSanto, Pasquale (B.S., Temple University; B.D., Louisville Presbyterian Theological Seminary), Newton Square, Pa.

Foshee, Charles N. (A.B., Duke University; B.D., Th.M., Columbia Theological Seminary), Rocky Mount, N. C.

Gardner, Robert T. (A.B., Mercer University; B.D., Duke Divinity School), McDonough, Ga.

Goodman, Juanita Lee (A.B., Southwestern at Memphis), Memphis, Tenn.

Harper, Miles Douglas, Jr. (B.A., Mississippi Southern College; B.D., Columbia Theological Seminary), Hattiesburg, Miss.

Hix, Douglas W. (A.B., Davidson College; B.D., Columbia Theological Seminary), LaGrange, Ga.

Hoyt, William R., III (A.B., Davidson College; B.D., Columbia Theological Seminary), Pulaski, Va.

Hudgins, Walter E. (A.B., Duke University; B.D., Duke Divinity School), Danville, Va.

Jones, Barney L. (A.B., Duke University; B.D., Yale Divinity School), Durham, N. C.

Langford, Thomas A. (A.B., Davidson; B.D., Duke Divinity School), Charlotte, N. C.

Lightfoot, Neil R. (A.B., A.M., Baylor University), Winston-Salem, N. C.

McAllister, James L., Jr. (B.A., University of North Carolina; B.D., Yale Divinity School), Roper, N. C.

Mueller, David L. (B.A., Baylor University; B.D., Southern Baptist Theological Seminary), Louisville, Ky.

- Overton, James H., Jr. (A.B., University of North Carolina; B.D., Duke Divinity School), Raleigh, N. C.
- Ping, Charles J. (A.B., Southwestern at Memphis; B.D., Louisville Presbyterian Theological Seminary), Brooklyn, N. Y.
- Polley, Max E. (B.A., Albion College; B.D., Duke Divinity School), Niles, Mich.
- Query, Margaret Neel (A.B., Mary Baldwin College), Greenwood, S. C.
- Robinson, Charles Kivet (B.S., Arizona State College; B.D., A.M., Southern Methodist University), Phoenix, Ariz.
- Snowden, Armon Carl (A.B., Elizabethtown College; B.D., Crozer Theological Seminary), Bethlehem, Pa.
- Spann, Edwin (B.A., George Peabody College; B.D., Perkins School of Theology, S.M.U.), Nashville, Tenn.
- Stewart, John William (A.B., University of Georgia; B.D., Brite College of the Bible, T.C.U.), Carrollton, Texas

Summer Session 1955

(WITHOUT DUPLICATION)

- Blue, John Robert (B.S., University of Missouri), Poplar Bluff, Mo.
- Crook, Roger (Southeastern Baptist Theological Seminary), Raleigh, N. C.
- Estus, Charles Wilson (A.B., Drury College), Durham, N. C.
- Kayler, Ralph Earl (A.B., Duke University), Gastonia, N. C.
- Knotts, Albert Ray (B.S., Princeton University), Nottoway, Va.
- Little, Gene Houston (A.B., Davidson College), Thomasville, N. C.
- McLeod, George Bumgarner (A.B., Lenoir-Rhyne College), Lenoir, N. C.
- Miller, Leonard R. (Southeastern Baptist Theological Seminary), Nashville, Tenn.
- Nelson, Earl Volney (A.B., Baker University), Fort Dodge, Iowa
- Rickards, James Perry (A.B., East Carolina College), Washington, N. C.
- Scroggs, Robin Jerome (B.A., B.M., University of North Carolina), Raleigh, N. C.
- Smith, Harmon Lee, Jr. (B.A., Millsaps College), Lexington, Miss.
- Thompson, George William (A.B., High Point College), Kernersville, N. C.
- Thompson, Richard David (B.A., LL.B., University of Maryland), Lutherville, Md.
- Wallace, Robert (A.B., Berea College), Somerset, Ky.
- Welch, Donald James (B.A., Union College), Ashland, Ky.
- Willis, Mason McLaurin (A.B., Wofford College), Fountain Inn, S. C.

Enrollment Summary

Divinity School students, 238; Graduate School students, 28; Summer Session students (without duplication), 17. Total: 283.

INSTITUTIONS REPRESENTED

Duke University, 31; High Point College, 27; Randolph-Macon College, 15; Wofford College, 14; Millsaps College, 12; Lynchburg College, 10; University of North Carolina, 7; Elon College, 6.

The following 5 each: Birmingham-Southern College, Davidson College, Duke Divinity School.

The following 4 each: Asbury College, Catawba College, Columbia Theological Seminary, Emory University, Lenoir-Rhyne College, Morris Harvey College, University of Alabama, University of Tennessee.

The following 3 each: Atlantic Christian College, Berea College, Emory and Henry College, Florida Southern College, Guilford College, Hendrix College, Louisville Presbyterian Seminary, Marshall College, North Carolina State College, Southeastern Baptist Theological Seminary, Southern Methodist University, Union College, University of Virginia.

The following 2 each: American University, Athens College, Baker University, Crozer Theological Seminary, East Carolina College, East Tennessee State College, Huntington College, Kentucky Wesleyan College, McCormick Theological Seminary, Memphis State College, Otterbein College, Troy State Teachers College, University of Florida, Yale Divinity School.

The following 1 each: Agnes Scott College, Alabama Polytechnic Institute, Allegheny College, Baldwin-Wallace College, Baylor, Bethel College, Bluefield College, Boston University, Brite College of the Bible (T. C. U. Centenary College, Citadel (The), Colgate University, College of William and Mary, Dickinson College, Drexel Institute of Technology, Drury College, Florida State University, Garrett Biblical Institute, Georgia State College for

Women, Harpur College, Lambuth College, Louisiana Polytechnic Institute, Lycoming College, Mary Baldwin College, McMurry College, Northwestern University, Ohio Wesleyan University, Pembroke State College, Perkins School of Theology, Princeton University, Southern Baptist Theological Seminary, Southwestern Baptist Seminary, Southwestern at Memphis, Statson University, University of Arkansas, University of Chicago, University of Graz, University of Maryland, University of Missouri, University of Richmond, University of South Carolina, University of Tampa, Wake Forest College, Waynesburg College, Washington and Lee University, West Virginia University, Yale College.

Total number of institutions represented: 93.

DENOMINATIONS REPRESENTED

1955-56

(Summer Sessions 1955 Included)

<i>Denomination</i>	<i>Divinity</i>	<i>Graduate</i>	<i>Total</i>
Methodist	229	8	237
Presbyterian	1	12	13
Baptist	6	5	11
Congregational Christian	7		7
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Church of the Brethren		1	1
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STATES: 26

FOREIGN COUNTRIES: 1

BULLETIN
OF
DUKE UNIVERSITY



Catalogue Number

1955-1956

ANNOUNCEMENTS FOR 1956-1957

Annual Bulletins

FOR GENERAL BULLETIN of Duke University, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE COLLEGE OF ENGINEERING, apply to *The Registrar*, Duke University, Durham, N. C.

FOR BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF FORESTRY, apply to *The Dean of the School of Forestry*, Duke University, Durham, N. C.

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FOR BULLETIN OF THE DIVINITY SCHOOL, apply to *The Dean of the Divinity School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SUMMER SESSION, apply to *The Director of the Summer Session*, Duke University, Durham, N. C.

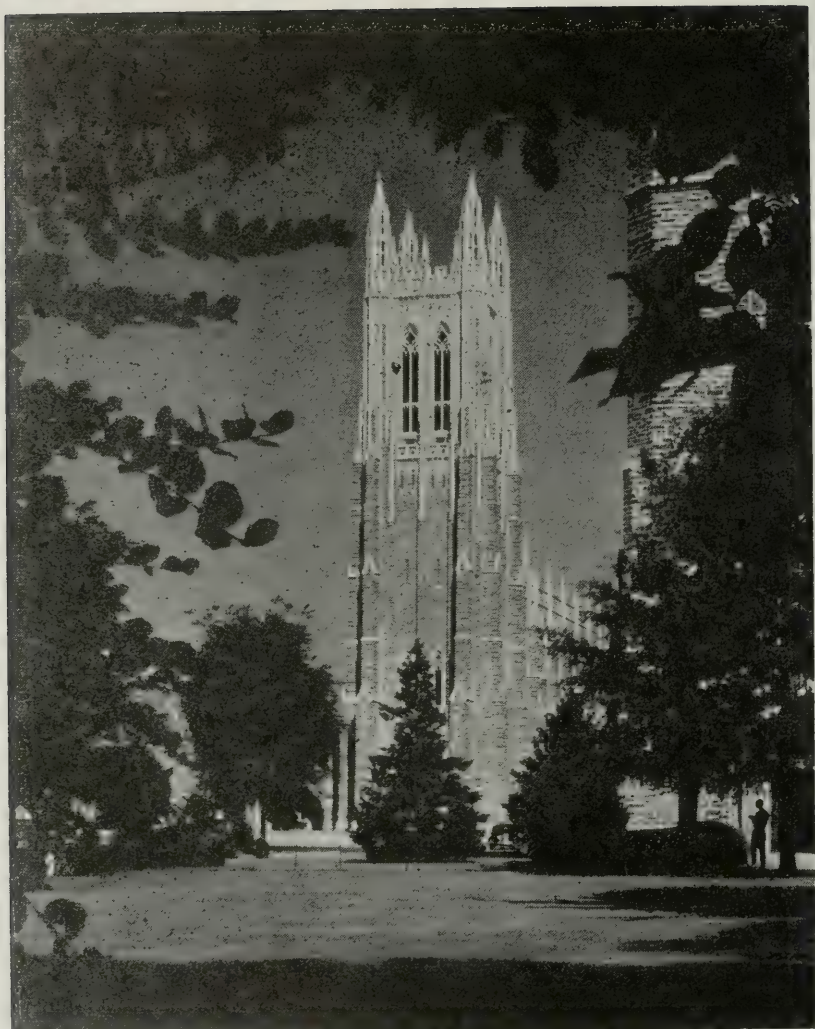
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DUKE UNIVERSITY

GENERAL CATALOGUE



ANNOUNCEMENTS FOR 1956-1957



THE CHAPEL

BULLETIN
OF
DUKE UNIVERSITY



CATALOGUE NUMBER

1955-1956

ANNOUNCEMENTS FOR 1956-1957

DURHAM, NORTH CAROLINA
1956

"I request . . . that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life."

—JAMES B. DUKE.

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Calendar of the Colleges

1956

- September 13. Thursday, 7:30 P.M. Assembly for all entering freshmen; Freshman Orientation begins.
- September 13. Thursday, 7:30 P.M. Assembly for transfer students entering Trinity College and the College of Engineering.
- September 17. Monday. Registration and matriculation of former students of Trinity College and the College of Engineering, who have not pre-registered.
- September 18. Tuesday. Registration and matriculation of new students with advanced standing, Woman's College.
- September 19. Wednesday. Final registration of pre-registered students.
- September 20. Thursday. Fall semester classes begin.
- October 23. Tuesday. Examination in English Usage.
- November 5. Monday. Last day for reporting mid-semester grades.
- November 21. Wednesday, 12:30 P.M. Thanksgiving recess begins.
- November 26. Monday, 8:00 A.M. Classes are resumed.
- December 11. Tuesday. Founders' Day.
- December 20. Thursday, 12:30 P.M. Christmas recess begins.

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- January 3. Thursday, 8:00 A.M. Classes are resumed.
- January 12. Saturday, 12:30 P.M. Fall semester classes end.
- January 15. Tuesday. Final examinations begin.
- January 25. Friday. Final examinations end.
- January 28. Monday. Registration and matriculation of new students.
- January 29. Tuesday. Last day for matriculation for the spring semester.
- January 30. Wednesday. Spring semester classes begin.
- March 13. Wednesday. Last day for reporting mid-semester grades.
- March 23. Saturday, 12:30 P.M. Spring recess begins.
- April 1. Monday, 8:00 A.M. Classes are resumed.
- May 17. Friday, 5:00 P.M. Spring semester classes end.
- May 20. Monday. Final examinations begin.
- May 30. Thursday. Final examinations end.
- June 1. Saturday. Commencement begins.
- June 2. Sunday. Commencement Sermon.
- June 3. Monday. Graduating Exercises.

History



DUKE UNIVERSITY is built about a group of colleges which have their roots deep in the past. It was founded more than one hundred years ago when a number of earnest citizens from Randolph and adjacent counties assembled in a log school house to organize an educational society. They wished to provide lasting support for the local academy founded a few months before by an energetic son of North Carolina, Brantley York.

Moved by "no small share of philanthropy and patriotism," these men set forth their belief "that ignorance and error are the bane not only of religious but also of civil society" and that they "rear up almost an impregnable wall between man and the happiness he so ardently pants after." On that basis they formally adopted a constitution for the Union Institute Society. Thus in February, 1839, the academy became Union Institute. Twelve years later the Institute was reorganized as Trinity College. In 1892 it was moved from the fields of Randolph County to the growing city of Durham. Thirty-two years later the College grew into Duke University. With increasing enrollment and the development of specialized needs the Woman's College was formed in 1925 and the College of Engineering in 1938.

As the University developed around the core of the colleges, the Graduate School of Arts and Sciences expanded in number of students and in areas of instruction and research; the School of Law of Trinity College became the Duke University School of Law; and other professional schools were established. The Divinity School was organized in 1926, the School of Medicine and the School of Nursing in 1930, and the School of Forestry in 1938.

From academy to university the basic principles have remained constant. The University motto, *Eruditio et Religio*, reflects a fundamental faith in the union of knowledge and religion, the advancement of learning, the defense of scholarship, the love of freedom and truth, a spirit of tolerance, and a rendering of the greatest service to the individual, the state, the nation, and the church. Through changing generations of students the objective has been to encourage each individual to achieve to the extent of his capacities an understanding and appreciation of the world in which he lives, his relationship to it, his opportunities, and his responsibilities.

Government



I. THE INDENTURE OF TRUST BY WHICH THE UNIVERSITY WAS CREATED

Among the provisions of James B. Duke's Indenture of Trust was an educational institution to be known as Duke University, to the building and support of which he made provision at the time of execution of the Indenture and later by additions thereto by the operation of his Will. In respect to Duke University the Indenture contains the following provisions:

I. (In Article FOURTH) The Trustees hereunder are hereby authorized and directed to expend as soon as reasonably may be not exceeding Six Million Dollars of the corpus of this trust in establishing at a location to be selected by them within the State of North Carolina an institution of learning to be known as Duke University, for such purpose to acquire such lands and erect and equip thereon such buildings according to such plans as the Trustees may in their judgment deem necessary and adopt and approve for the purpose to cause to be formed under the laws of such state as the Trustees may select for the purpose a corporation adequately empowered to own and operate such properties under the name of Duke University as an institution of learning according to the true intent hereof, and to convey to such corporation when formed the said lands, buildings and equipment upon such terms and conditions as that such corporation may use the same only for such purposes of such university and upon the same ceasing to be so used then the same shall forthwith revert and belong to the Trustees of this trust as and become a part of the corpus of this trust for all the purposes thereof.

However, should the name of Trinity College, located at Durham, North Carolina, a body politic and incorporate, within three months from the date hereof (or such further time as the Trustees hereof may allow) be changed to Duke University, then, in lieu of the foregoing provisions of this division "FOURTH" of this Indenture, as a memorial to his father, Washington Duke, who spent his life in Durham and whose gifts, together with those of Benjamin N. Duke, the brother of the party of the first part, and of other members of the Duke family, have so largely contributed toward making possible Trinity College at that place, he directs that the Trustees shall expend of the corpus of this trust as soon as reasonably may be a sum not exceeding Six Million Dollars in expanding and extending said University, acquiring and improving such lands, and erecting, removing, remodeling and equipping such buildings, according to such plans, as the Trustees may adopt and approve for such purpose to the end that said Duke University may eventually include Trinity College as its undergraduate department for men, a School of Religious Training, a School for Training Teachers, a school of Chemistry, a Law School, Co-ordinate College for Women, a School of Business Administration, a Graduate School of Arts and Sciences, a Medical School and an Engineering School, as and when funds are available.

II. (In Article FIFTH) Thirty-two per cent of said net amount not retained as aforesaid for addition to the corpus of this trust shall be paid to that Duke University for which expenditures of the corpus of the trust shall have been made by the Trustees under the "Fourth" division of this Indenture so long as its name shall be Duke University and it shall not be operated for private gain, to be utilized by its Board of Trustees in defraying its administration and operating expenses, increasing and improving its facilities and equipment, the erection and enlargement of buildings and the acquisition of additional acreage for it, adding

to its endowment or in such other manner for it as the Board of Trustees of said institution may from time to time deem to be of its best interests, provided that in case such institutions shall incur any expense or liability beyond provisions already in sight to meet same, or in the judgment of the Trustees under this Indenture be not operated in a manner calculated to achieve the results intended hereby the Trustees under this Indenture may withhold the whole or any part of such percentage from said institution so long as such character of expense or liabilities or operation shall continue, such amounts so withheld to be in whole or in part either accumulated and applied to the purposes of such University in any future year or years, or utilized for the other objects of this Indenture, or added to the corpus of this trust for the purpose of increasing the principal of the trust estate, as the Trustees may determine.

III. (In Article SEVENTH) I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty, men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those who previous records shows a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind, and second, to instruction in chemistry, economics, and history, especially the lives of the great of earth, because I believe that such subjects will most help to develop our resources, increase our wisdom and promote human happiness.

IV. (In Article THIRD) As respects any year or years and any purpose or purposes for which this trust is created (except the payments hereinafter directed to be made to Duke University) the Trustees in their uncontrolled discretion may withhold the whole or any part of said incomes, revenues and profits which would otherwise be distributed under the "Fifth" division hereof, and either (1) accumulate the whole or any part of the amount so withheld for expenditures (which the Trustees are hereby authorized to make thereof) for the same purpose in any future year or years, or (2) add the whole or any part of the amounts so withheld to the corpus or the trust, or (3) pay, apply and distribute the whole or any part of said amounts to and for the benefit of any one or more of the other purposes of this trust, or (4) pay, apply and distribute the whole or any part of said amounts to or for the benefit of any such like charitable, religious or educational purpose within the State of North Carolina or the State of South Carolina, or any such like charitable hospital purpose which shall be selected therefor by Trustees called for the purpose, complete authority and discretion in and for such selection and utilization being hereby given the Trustees in the premises.

2. THE CHARTER OF THE UNIVERSITY

SECTION 1. That A. P. Tyer, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Journey, Dred Peacock, B. B. Nicholson, W. G. Bradsher, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of DUKE UNIVERSITY, and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of DUKE UNIVERSITY, hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against said corporations.

SEC. 2. That such corporation is authorized to receive and hold by gift, devise, purchase or otherwise, property, real and personal, to be held for the use of said University and its dependent schools or for the use of either or both (as may be designated in the conveyance or will).

SEC. 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of the M. E. Church, South; twelve by the W. N. C. Conference of the said church; and twelve by the graduates of said University; *Provided, however*, That no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by bylaws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

SEC. 4. That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and terms and conditions on which pupils shall be received and instructed.

SEC. 5. That said Trustees shall have power to make such rules, regulations, bylaws not inconsistent with the Constitution of the United States and of this State, as may be necessary for the good government of said University and management of the property and funds of the same.

SEC. 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

SEC. 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five Trustees shall be a quorum to transact business.

SEC. 8. That all laws and parts of laws or of the charter heretofore granted which are in conflict with this act are hereby repealed.

SEC. 9. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

3. THE BYLAWS OF THE UNIVERSITY

1. AIMS OF THE UNIVERSITY. The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this University always be administered.

2. THE UNIVERSITY TRUSTEES, THEIR MEETINGS AND THEIR OFFICERS. The Alumni Trustees, nominated by the Board as provided for in the Charter, are elected by the Alumni Association. The officers of the Board are chairman, vice-chairman, and recording secretary. They are elected by the Trustees at their annual meeting to serve one year or until their successors are elected and qualify. The chairman calls to order and presides at all meetings of the Board, calls extraordinary meetings when, in his judgment, such meetings may be necessary, and represents

the Trustees at public meetings of the University. He is ex-officio member of the Executive Committee. In the absence of the chairman, the vice-chairman calls to order and presides over meetings of the Board, but does not perform any of the other duties of the chairman unless ordered to do so by the Board or the Executive Committee. The recording secretary records the minutes of all the meetings, does the correspondence, and is the custodian of the records and other documents that may belong to the Board.

3. **THE EXECUTIVE COMMITTEE.** The Executive Committee consists of seven members, three of them from the University Trustees, including the chairman of the Board ex-officio, three from the Endowment Trustees, and the President of the University ex-officio. It performs the duties set out for it in the charter—namely, controls the internal regulations of the University and fixes all salaries and emoluments. It has all the powers of the Board of Trustees in the interims between meetings of the Board of Trustees except the nomination of Trustees and election of members of the Executive Committee; however, appointment of officers of the University by the Executive Committee is subject to the approval of the University Trustees. The Executive Committee is expressly empowered to appoint an Investment Committee and to give to such Committee such powers and duties, as in the judgment of the Executive Committee, may seem fit. The Executive Committee is elected by the University Trustees, three of them on nomination of the Endowment Trustees, and the Committee elects its own officers who are chairman and recording secretary. It meets once a month (unless otherwise determined by the Committee) and oftener when necessary and by its own resolution sets its time and date of meetings except that special meetings are called by its chairman upon three or more days written or telegraphic notice to the members of the Committee. The Committee, through its chairman, once a year makes a report to the annual meeting of the University Trustees.

4. **OFFICERS OF THE UNIVERSITY.** The officers of the University are a president, three vice-presidents, a business manager, a comptroller, a treasurer, a dean of the University, and such other deans as may be needed, a recording dean or registrar, and a secretary who is also secretary of the faculty. There may be also a chancellor and a vice-chancellor. Whenever it may seem wise, one person may hold more than one office.

PRESIDENT. The President of the University calls and presides at all the meetings of the Faculties, except as otherwise provided in these bylaws, and sees that the laws and regulations of the Executive Committee and the Trustees affecting the administration and work of the University are carried out. He has direction of the discipline and work of the University and, except as otherwise provided in these bylaws, appoints all committees of the Faculties. Anything in these bylaws to the contrary notwithstanding, the President may veto any action of any faculty or committee or agency thereof. However, in every instance he shall submit to the appropriate faculty, committee or agency in writing his reasons for setting aside their action, and the secretary of such faculty shall record his reasons in the record book of such faculty. The President makes an annual report to the Trustees of the work, conditions, and needs of the University, and of other matters that may be of concern to it or to the cause of higher education. He nominates all members of the Faculties and represents them at all public meetings of the University. He is an ex-officio member of the Executive Committee and acts, unless the Trustees designate the Chancellor of the University for the purpose, as a medium of communication between the University Trustees and the Endowment Trustees.

CHANCELLOR. There may be a Chancellor of the University. If the Trustees appoint such an officer, he shall be selected for this office because of his long and faithful service to the University. Such an officer, if appointed, is a high officer of the University. He may be designated by the Trustees as the medium of communication between the University Trustees and the Endowment Trustees and, when he is so designated, the President does not act in such a capacity. He is available, when requested by the President, to render all possible services in an advisory capacity. He has such other duties as may be delegated to him from time to time by the Trustees.

VICE-CHANCELLOR. There may be a Vice-Chancellor of the University. If the

Trustees appoint such an officer he shall be selected because of his long and faithful service to the University. When requested by the Chancellor, he performs the duties designated to the Chancellor by the Trustees. He is available, when requested by the Chancellor or President, to render all possible services in an advisory capacity. He has also such other duties as may be delegated to him from time to time by the Trustees.

VICE-PRESIDENTS. The three Vice-Presidents of the University have supervision of the work of the University in the divisions of (a) education, (b) public relations, and (c) student life. In the absence of the President, Vice-Presidents in the above order may perform such duties of the President as may demand immediate attention.

BUSINESS MANAGER. The Business Manager has the custody of all property of the University except cash and securities. He is responsible to an Administrative Committee and through such committee to the Trustees, either directly or through the Executive Committee, for all matters pertaining to the business affairs of the University except the investment of funds and is required to make monthly reports through such Administrative Committee to the Executive Committee and annual reports through the Administrative Committee to the Trustees concerning his accounts and the property in his charge. Such Administrative Committee is composed of not less than three nor more than five persons, three of whom are the President of the University as Chairman, the Business Manager and a Vice-President selected from time to time by the Trustees or the Executive Committee. The Executive Committee has power to determine, within the limit set, the number to be added to or removed from membership in the committee and in its judgment to make selection of the persons to be so added or so removed. The Business Manager receives annually from the Comptroller a budget of expected receipts and disbursements and upon the approval of the Administrative Committee submits a budget to the Executive Committee for consideration and adoption. Upon such adoption he, acting through the Comptroller, is responsible primarily for the operation of the budget. He nominates to the Executive Committee any and all assistants required by him to do well the duties of his office. The Business Manager shall be required to give bond in such amount as may be designated by the Trustees or the Executive Committee for the faithful performance of his duties.

COMPTROLLER. The Comptroller prepares annually, or causes to be prepared, a budget of expected receipts and disbursements and submits same to the Business Manager for the approval of the Administrative Committee and submission to the Executive Committee for consideration and adoption. He is responsible primarily to the Business Manager for the operation of the budget and assists him in every way when called upon so to do, and has such other powers and duties as the title of his office may imply, including responsibility for the financial records of the University. The Comptroller shall be required to give bond in such amount as may be designated by the Trustees or the Executive Committee for the faithful performance of his duties.

TREASURER. The Treasurer has primary responsibility for the care and custody of all securities and for the receipt and disbursement of all funds of the University. He makes an annual report of his accounts to the Trustees and such reports as may be required of him from time to time by the Executive Committee. He makes reports also to the Business Manager monthly and oftener when required. He nominates to the Executive Committee any and all assistants required by him to do well the duties of his office including the nomination of one or more Assistant Treasurers, which officers shall be responsible primarily to him. The Treasurer and his assistants shall be required to give bond in such amount as may be designated by the Trustees or the Executive Committee for the faithful performance of their duties.

SECRETARY. The Secretary of the University has custody of the corporate seal of the University and affixes and attests same when circumstances require and the Trustees or the Executive Committee so direct. He is secretary of the Faculty also, attends its meetings and makes permanent records of actions and transactions at such meetings. He has such other duties and responsibilities as his title suggests and may be delegated to him from time to time by the appropriate authorities. There may be appointed also, from time to time, such Associate and/or Assistant

Secretaries as may be required to perform the duties of the Secretary in his absence or inability to act.

5. FACULTIES. The University Faculty is composed of:

- (a) The President and the Secretary of the University and such officers designated by the President as primarily responsible for instruction and research; and
- (b) All persons of the rank of full instructor and above who are engaged in work for which recognized University degrees are awarded, and also members of the faculty *emeriti*.

The University Faculty in cooperation with the President and officers of the University, is responsible for the conduct of instruction and research in the various schools and colleges of the University.

In furtherance thereof this faculty:

- (a) Enacts such regulations as it deems necessary to carry on instruction and research, promote faculty and student welfare, advance the standard of work and otherwise develop the scholarly aims of the University;
- (b) Recommends to the University Trustees:
 - (1) Such persons as it deems fit to receive degrees or other marks of distinction; and
 - (2) The establishment of any new degree or diploma;
- (c) Consults with and advises the President on matters of general University policy within its competence, in order to assist him in carrying out his duties as the chief administrative officer of the University and as the means of communication between the Trustees and the administrative officers and Faculty;
- (d) Receives such information on the affairs of the University as is necessary for the exercise of its functions;
- (e) Subject to the reserved power of control by the Trustees and the President, determines policies to which the faculties of all schools and colleges and all committees and councils thereof are expected to conform;
- (f) In extraordinary circumstances, when normal channels of communication are not available, may by formal action request a conference between its representatives and representatives of the Board of Trustees or of the Executive Committee of the University. Under normal conditions the President of the University is the liaison between the University Faculty and the governing boards of the University or the committees thereof;
- (g) Has as its Chairman the President of the University and as its Secretary the Secretary of the University;
- (h) Meets regularly in October and February and before the June commencement; meets at other times on the call of the President or of the Vice-President in the Division of Education, or on the written request of twenty members. At the first meeting of each year the Faculty receives from the President a report on the state of the University;
- (i) May exercise its functions through such committees as it may choose to set up. The University Council is a standing committee of the Faculty, subject to its regulations under these bylaws.

The University Council consists of fifteen members as follows: The President of the University; the Vice-President in the Division of Education; three persons, who need not be members of the University Faculty, appointed annually by the President; and ten members elected from and by the University Faculty. The Faculty members are selected from the schools and colleges as follows: from the School of Medicine and the School of Nursing, one member; from the Divinity School, the School of Forestry, and the School of Law, one member; from the College of Engineering, Trinity College and the Woman's College, and the Graduate School of Arts and Sciences, three members; and from the University Faculty at large, five members. The members are elected by such methods and for such terms as the University Faculty may by regulation prescribe.

The Council has three officers: A Chairman who normally presides; a Vice-Chairman who presides in the absence of, or at the request of, the Chairman;

and a Secretary. The President of the University is ex-officio Chairman of the Council. The Council elects annually by ballot the Vice-Chairman and Secretary from the Faculty members of the Council. The three officers constitute an agenda committee and appoint members of committees set up by the Council in cases where membership is not otherwise prescribed by Council action. Faculty members and officers of the University who are not Council members may serve on Council Committees. The Council meets at such times as it elects. Special meetings are called by the Chairman, by the Vice-Chairman, or, at the request of three of its members, by the Secretary. A majority of the members shall constitute a quorum.

The University Council serves as an advisory body on matters of general University policy and interest.

Through the University Council the President endeavors to keep the University Faculty informed upon major matters of University policy, and expects the Council to bring to his attention any matters affecting the general interests and policies of the University.

In the exercise of its advisory function the Council, at the request of the President, a faculty or department, or any individual of the faculties or administration, or on its own initiative, may:

- (i) Consider any subject within its competence and report recommendations thereon to the President or to the University Faculty;
- (ii) Study and report to the President or to the University Faculty on matters within its competence relating to any division of the University subject to the jurisdiction of the President or University Faculty, whenever the Council, by a three-fourths vote, decides that such study is in the best interests of the University.

The Council makes periodic reports in writing to the University Faculty on its activities.

The Undergraduate Faculty Council is composed of: The President of the University; the Vice-Presidents in the Divisions of Education and Student Life; the Secretary of the University; the Dean of Undergraduate Studies; the Deans, Associate Deans, and Assistant Deans of Trinity College, the Woman's College and the College of Engineering; the University Librarian; the Director of the Summer Session; the Directors of Admissions; the Director of the Bureau of Testing and Guidance; and the Chairman and Director of Undergraduate Studies of each department in the above colleges. Any department which has more than five full-time teaching staff members shall elect one additional member to the Council; any department which has more than ten such staff members shall elect a total of two additional members to the Council. The President in his discretion may appoint not more than five additional voting members.

The Vice-President in the Division of Education, or his deputy, serves as Chairman of the Council. The Council may provide for such standing or special committees, including an executive committee, as it deems necessary. Membership on committees of the Council is not restricted to Council members. The Council normally meets once each month during the academic year. Special meetings are called by the Chairman and on the written request of five members of the Council.

The functions of the Council, subject to the regulations of the University Faculty, are:

- (a) To consider the broad objectives of undergraduate education;
- (b) To encourage the achievement and maintenance of high standards of teaching and scholarship in the undergraduate colleges;
- (c) To legislate on questions of curriculum for the undergraduate colleges of arts and sciences;
- (d) To adopt regulations concerning matters affecting the academic life of students in the undergraduate colleges, and to integrate the details of educational and related interests of those colleges.

In the exercise of its functions, the Council receives information on such matters as student aid, admissions and student life.

The Graduate School Faculty is composed of the President of the University;

the Vice-President in the Division of Education; the Dean of the Graduate School; officers of the Graduate School; the Director of the Summer Session; the University Librarian; and all full-time faculty members of the rank of assistant professor and above who are approved to offer graduate work or to supervise the research work of graduate students registered in the Graduate School.

The Dean of the Graduate School, or his deputy, serves as Chairman of the Graduate School Faculty. A Secretary is appointed by the President.

There is an Executive Committee consisting of the Dean of the Graduate School and members elected by and from the Graduate School in accordance with regulations prescribed by the Graduate School Faculty. This Committee serves in an advisory and consultative capacity and discharges specific duties delegated to it by the Graduate School Faculty.

The Graduate School Faculty meets twice each semester. Additional meetings may be called by the Chairman or on the written request of five members. The Executive Committee normally meets once each month but not less than six times during each academic year.

The functions of the Graduate School Faculty, subject to the regulations of the University Faculty, are:

- (a) To establish the standards of graduate work and the requirements for degrees in the Graduate School of Arts and Sciences;
- (b) To study and enact the necessary regulations governing courses of graduate instruction and graduate research;
- (c) To determine policies to be followed in dealing with other educational matters arising in the Graduate School of Arts and Sciences.

The Engineering Faculty Council consists of the President of the University; the Vice-President in the Division of Education; the Dean of the College of Engineering; the Dean of Undergraduate Studies; the Secretary of the Council; the Chairman and one additional representative from each department of Engineering; and three members from the University Faculty representing departments in which engineering students are required to take work. The Secretary and the three Faculty members from outside the College of Engineering are appointed annually by the President.

The Dean of the College of Engineering serves as Chairman of the Council. The Council normally meets once each month; additional meetings are called by the Chairman or on the written request of five Council members.

The Council considers and, subject to regulations of the University Faculty, legislates on questions of curricula and adopts regulations concerning those educational, professional, and administrative matters pertaining exclusively to the College of Engineering.

Each of the professional Schools of the University has its own faculty.

The President of the University, the Vice-President in the Division of Education, and all members of the University Faculty in each professional school are members of the faculty of that school.

The Dean of each professional school, or his deputy, serves as chairman of the Faculty of that school. Each faculty arranges details of its organization to fit its particular needs, observing the general principles of representation, freedom of discussion and democratic procedures.

The functions of each professional school faculty, subject to the regulations of the University Faculty, are to legislate on its curriculum and programs of work and to adopt regulations on the educational and administrative activities of that school.

6. ACADEMIC YEAR. The academic year begins on the morning of the Wednesday following September 15. The annual Commencement comes in the week including the first Sunday in June. The Christmas recess begins at 1:00 P.M. December 20 (or December 19 if December 20 falls on Sunday), and ends at 8:00 A.M., January 3 (or January 4 if January 3 falls on Sunday). The spring recess begins at 1:00 P.M. of the Saturday in March nearest to March 25, and ends at 8:00 A.M., of Monday nine days later. Thanksgiving Day is a holiday.

7. **TENURE OF OFFICE.** Teachers of all ranks are subject to removal by the Executive Committee, with the approval of the University Trustees, for misconduct or neglect of duty. Teachers may be elected for terms of one, two, three, or four years; or teachers with the rank of professor may be elected without time-limit. Administrative officers are usually elected without time-limit, but the Executive Committee, with the approval of the University Trustees, may remove any officer of the University, whenever, in their opinion, he is not properly performing the duties of his office.

8. The bylaws may be amended at any regular meeting of the University Trustees by the affirmative vote of two thirds of the then membership of the Board, providing that the proposed amendment is submitted through the Secretary of the Board to the members at least twenty days before the meeting.

SABBATICAL LEAVE

Sabbatical leave of absence for members of the University Faculty is granted under regulations adopted by the Executive Committee of the Trustees on March 28, 1923, revised in 1928, partly in abeyance in the year 1933-34 and the succeeding three years, and restored in the year 1937-38. The conditions on which sabbatical leave of absence is granted are set forth below.

1. Every member of the University Faculty (of the rank of professor, associate professor, and assistant professor) is eligible for sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written request for such leave must be filed with the President of the University by December 1 of the academic year preceding the one in which the leave is to take effect.

3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application is made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Treasurer of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.

4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for sabbatical leave the following year or any year thereafter upon making application in due form as above.

5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for some special reason apply for such leave, he may count the additional years of service prior to his leave towards the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted, he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.

6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.

7. All of those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence, shall be considered as regular sabbatical leave under these regulations.

8. These revised regulations became effective as of September 1, 1928, and sabbatical leaves under such regulations began with the academic year 1929-30.

The regulations were partly in abeyance in 1933-34, 1934-35, 1935-36, and 1936-37. The restoration of the regulations began with the academic year 1937-38. The four years, 1933-34, 1934-35, 1935-36, and 1936-37, may not count toward the six years of service necessary before application can be made for leave of absence. In all cases in which special arrangements have been made for the granting of sabbatical leave (as described in condition No. 7) during the period of partial abeyance of the plan, the next six years of service shall be counted as beginning with the academic year 1937-38. All other members of the General Faculty who apply for sabbatical leave may count the years of service they had to their credit at the beginning of the academic year 1933-34.

RETIREMENT

The following resolution was passed by the Board of Trustees on June 5, 1948:

RESOLVED, That the following regulations shall from the date of the adoption of this resolution govern the retirement of all officers and employees of Duke University:

I. Retirement.

Except as provided in Section II of this resolution all officers and employees of Duke University, except the Chancellor and Vice-Chancellor, shall retire at the end of the academic year in which they attain the age of sixty-nine (69), herein called the normal retirement age.

II. Extension of Service.

By special vote of the Board of Trustees individual extensions of service beyond the normal retirement age may be made for a definite period not to exceed one year, but no such extension shall postpone retirement beyond the end of the academic year in which the age of seventy (70) is attained.

III. Amendment of Retirement Annuity Plan Adopted October 1, 1925.

The retirement annuity plan adopted by Duke University on October 1, 1925, is hereby amended in those respects required to conform said plan with the provisions of this resolution.

IV. Amendment.

The University reserves the right at any time to amend these regulations by lowering the retirement age, or altering or abolishing the provision for extension of service, or otherwise.

Officers of the University for the Year 1955-56



The Corporation

The date in parenthesis indicates the year of election.

THE EXECUTIVE COMMITTEE

NORMAN ATWATER COCKE (1953), <i>ex officio</i> , Chairman	Charlotte, N. C.
GEORGE GARLAND ALLEN (1923)	New York, N. Y.
ARTHUR HOLLIS EDENS (1948), <i>ex officio</i>	Durham, N. C.
PHILLIP FRANK HANES (1954)	Walkertown, N. C.
AMOS RAGAN KEARNS (1948)	High Point, N. C.
ALEXANDER HAMILTON SANDS, JR. (1946)	New York, N. Y.
BUNYAN SNIPES WOMBLE (1950)	Winston-Salem, N. C.
CHRISTINE ALLEN KIMBALL (1945), <i>Recording Secretary</i>	Durham, N. C.

THE UNIVERSITY TRUSTEES

TRUSTEES WHOSE TERM EXPIRES DECEMBER 31, 1957

CHARLES ALBERT CANNON (1949)	Concord, N. C.
PHILLIP FRANK HANES (1948), <i>Vice-Chairman</i>	Walkertown, N. C.
PLEASANT HUBER HANES, JR. (1954)	Winston-Salem, N. C.
WILLIAM WALTER PEELE (1921)	Laurinburg, N. C.
FRANK GRAINGER PIERCE (1954)	Charlotte, N. C.
ALEXANDER HAMILTON SANDS, JR. (1946)	New York, N. Y.
BUNYAN SNIPES WOMBLE (1915)	Winston-Salem, N. C.

FROM THE ALUMNI

CHARLES PHILLIPS BOWLES (1954)	Greensboro, N. C.
NORMAN EDWARD EDGERTON (1941)	Raleigh, N. C.
AMOS RAGAN KEARNS (1945)	High Point, N. C.
ROBERT ANDREW MAYER (1897)	Charlotte, N. C.

TRUSTEES WHOSE TERM EXPIRES DECEMBER 31, 1959

NORMAN ATWATER COCKE (1947), <i>Chairman</i>	Charlotte, N. C.
DONALD SILER ELIAS (1929)	Asheville, N. C.
JOSEPH LAWRENCE HORNE (1934)	Rocky Mount, N. C.
JEFFERSON DEEMS JOHNSON, JR. (1955)	Raleigh, N. C.
BENJAMIN EVERETT JORDAN (1943)	Saxapahaw, N. C.
JAMES BUREN SIDBURY (1947)	Wilmington, N. C.
KENNETH CRAWFORD TOWE (1954)	New York, N. Y.
*EARLE WAYNE WEBB (1933)	New York, N. Y.

FROM THE ALUMNI

SIDNEY SHERRILL ALDERMAN (1934)	Washington, D. C.
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* Resigned, June 2, 1956.

KENNETH MILLIKAN BRIM (1952)	Greensboro, N. C.
EDGAR HARRISON NEASE (1950)	Greensboro, N. C.
GEORGE ROBERT WALLACE (1954)	Morehead City, N. C.

TRUSTEES WHOSE TERM EXPIRES DECEMBER 31, 1961

GEORGE GARLAND ALLEN (1923)	New York, N. Y.
ROBERT GREGG CHERRY (1934)	Gastonia, N. C.
JESSE PAUL FRIZZELLE (1937)	Snow Hill, N. C.
CALVIN BRYAN HOUCK (1951)	Roanoke, Va.
EDWIN LEE JONES (1945)	Charlotte, N. C.
JAMES RAYMOND SMITH (1934)	Mount Airy, N. C.
ESTELLE FLOWERS SPEARS (1951)	Durham, N. C.
RICHARD ELTON THIGPEN (1953)	Charlotte, N. C.

FROM THE ALUMNI

BENJAMIN FERGUSON FEW (1941)	New York, N. Y.
JULIUS WELCH HARRISS (1947)	High Point, N. C.
WILLIAM JULIUS HOBBS (1947)	Rochester, N. Y.
HUBBARD BRAXTON PORTER (1941)	Durham, N. C.

TRUSTEES EMERITI

JAMES ARDREY BELL (1920)	Charlotte, N. C.
HENR. CLAY DOSS (1943)	Detroit, Mich.
PLEASANT HUBER HANES (1912)	Winston-Salem, N. C.
EARLE WAYNE WEBB (1933)	New York, N. Y.

COMMITTEES OF THE UNIVERSITY TRUSTEES

Buildings and Grounds: Messrs. Smith, Cherry, Jordan, and Kearns.

Business Administration: Messrs. Elias, Hobbs, Kearns, and Sands.

Colleges: Messrs. Mayer, P. F. Hanes, and Houck, and Mrs. Spears.

Divinity School: Messrs. Peele, Bowles, Edgerton, Nease, and Porter.

School of Forestry: Messrs. Cherry, Edgerton, Few, and Smith.

Graduate School: Messrs. Webb, Cannon, Doss, and Thigpen.

Law School: Messrs. Womble, Alderman, Cherry, Cocke, Frizelle, and Pierce.

Library: Messrs. Doss, Allen, Harriss, and Nease.

Medical School and Hospital: Messrs. Elias, Horne, Sidbury, and Towe.

Physical Education and Athletics: Messrs. Smith, Edgerton, P. F. Hanes, Harriss, and Jordan.

Engineering and Research: Messrs. Cocke, Jones, Jordan, Sands, and Webb.*

Cooperation and National Council: Messrs. Sands, Few, Hobbs, Kearns, and Nease.

Public Relations and Publicity: Messrs. Horne, Elias, P. H. Hanes, Jr., Harriss, and Wallace.

Officers Emeriti

ALICE MARY BALDWIN, Ph.D., LL.D. <i>Professor Emeritus of History</i>	406 Swift Avenue
PAULL FRANKLIN BAUM, Ph.D. <i>James B. Duke Professor Emeritus of English</i>	112 Pinecrest Road
HAROLD CRUSIUS BIRD, Ph.B., C.E. <i>Professor Emeritus of Civil Engineering</i>	1209 Virginia Avenue
FREDERICK AUGUSTUS GRANT COWPER, Ph.D. <i>Professor Emeritus of Romance Languages</i>	1017 Dacian Avenue

* Resigned, June 2, 1956.

- *CHARLES WILLIAM EDWARDS, A.M., M.S.
Professor Emeritus of Physics 406 Buchanan Boulevard
- WILLIAM STONE FITZGERALD, A.M.
Instructor Emeritus of English 603 Watts Street
- WILLIAM HOLLAND HALL, A.M., M.S.C.E.
J. A. Jones Professor Emeritus of Engineering College of Engineering
- GEORGE T. HARGITT, Ph.D., Sc.D.
Professor Emeritus of Zoology 811 Watts Street
- CHARLES CLEVELAND HATLEY, Ph.D.
Professor Emeritus of Physics Mt. Pleasant, N. C.
- FRANKLIN SIMPSON HICKMAN, Ph.D., D.D.
Professor Emeritus of the Psychology of Religion 809 West Maumee Street
 Angola, Indiana
- HUGO CLAUDE HORACK, LL.B., LL.D.
Professor Emeritus of Law 2600 Tanglewood Lane
 Charlotte, N. C.
- JAY BROADUS HUBBELL, Ph.D., Litt.D.
Professor Emeritus of English 121 Pinecrest Road
- CHARLES ALBERT KRUMMEL, Ph.D.
Professor Emeritus of German 2118 Englewood Avenue
- WILLIAM THOMAS LAPRADE, Ph.D.
Professor Emeritus of History 1108 Monmouth Avenue
- MALCOLM McDERMOTT, LL.B.
Professor Emeritus of Law Box 451, Donna, Texas
- KARL BACHMAN PATTERSON, A.M.
Assistant Professor Emeritus of Mathematics 1024 Monmouth Avenue
- ARTHUR SPERRY PEARSE, Ph.D., LL.D.
Professor Emeritus of Zoology 803 Second Street
- †ARTHUR MARCUS PROCTOR, Ph.D.
Professor Emeritus of Education 1500 Edgedale Drive
- WILLIAM WALTER RANKIN, JR., M.A.
Professor Emeritus of Mathematics Phillips Exeter Academy
 Exeter, New Hampshire
- GILBERT THEODORE ROWE, S.T.D., D.D., Litt.D.
Professor Emeritus of Christian Doctrine 150 Pinecrest Road
- MRS. BESSIE WHITTED SPENCE, A.M., B.D. 3629 Hope Valley Road, Hope Valley
Assistant Professor Emeritus of Biblical Literature
- HERSEY EVERETT SPENCE, B.D., D.D., Litt.D. 3629 Hope Valley Road, Hope Valley
Professor Emeritus of Religious Education
- HERBERT WILFRID SUGDEN, Ph.D.
Assistant Professor Emeritus of English Pinehurst, N. C.
- MRS. MARY HENDREN VANCE, A.M.
Assistant Professor Emeritus of English 814 Cowper Drive, Raleigh, N. C.
- HERBERT VON BECKERATH, Ph.D. Hotel Eden, Bad Godesberg a. Rhine
Professor Emeritus of Political Science and Economics Germany
- ALBERT MICAIAH WEBB, A.M.
Professor Emeritus of Romance Languages 1017 Trinity Avenue
- ALBAN GREGORY WIDGERY, M.A.
Professor Emeritus of Philosophy Val Vista, Middle Road
 Winchester, Va.
- RALPH SYDNEY WILBUR, B.S. in M.E., M.E.
Professor Emeritus of Mechanical Engineering 1018 Demerius Street

* Died, November 17, 1955.

† Died, August 27, 1955.

FLORENCE K. WILSON, R.N., M.A. <i>Professor Emeritus of Nursing Education</i>	Route 1, Tryon, N. C.
ROBERT NORTH WILSON, M.S. <i>Professor Emeritus of Chemistry</i>	822 Third Street
FREDERICK ADOLPHUS WOLF, Ph.D. <i>James B. Duke Professor Emeritus of Botany</i>	924 Urban Avenue
EDWARD HUDSON YOUNG, A.M. <i>Assistant Professor Emeritus of Romance Languages</i>	111 Watts Street

Officers of Administration

GENERAL ADMINISTRATION

ARTHUR HOLLIS EDENS, Ph.D., LL.D. <i>President of the University</i>	2138 Myrtle Drive
WILLIAM HANE WANNAMAKER, A.M., Litt.D. <i>Vice-Chancellor of the University</i>	615 West Campus
PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education</i>	3816 Dover Road, Hope Valley
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations</i>	813 Vickers Avenue
HERBERT JAMES HERRING, M.A., LL.D. <i>Vice-President in the Division of Student Life</i>	2010 Myrtle Drive
ALFRED SMITH BROWER, A.B. <i>Business Manager and Treasurer</i>	614 West Campus
GERHARD CHESTER HENRICKSEN, C.P.A. <i>Comptroller and Assistant Treasurer</i>	216 Forest Wood Drive
*CHARLES BLACKWELL MARKHAM, A.M. <i>Treasurer of the University</i>	204 Dillard Street

EDUCATIONAL ADMINISTRATION

PAUL MAGNUS GROSS, Ph.D. <i>Vice-President in the Division of Education, and Dean of the University</i>	3816 Dover Road, Hope Valley
RICHARD LOVEJOY TUTHILL, Ed.D. <i>University Registrar</i>	2709 Dogwood Road

The Colleges

ROBERTA FLORENCE BRINKLEY, Ph.D., LL.D. <i>Dean of the Woman's College</i>	East Campus
HERBERT JAMES HERRING, M.A., LL.D. <i>Dean of Trinity College</i>	2010 Myrtle Drive
WALTER JAMES SEELEY, E.E., M.S. <i>Dean of the College of Engineering</i>	1005 Urban Avenue
ALAN KREBS MANCHESTER, Ph.D. <i>Dean of Undergraduate Studies</i>	2016 Myrtle Drive
WILLIAM COUNCILL ARCHIE, Ph.D. <i>Associate Dean of Trinity College</i>	2310 Cranford Road
SUSAN A. CLAY, M.A. <i>Acting Associate Dean of Academic Instruction</i>	216 Faculty Apartments

* Died, December 3, 1955.

ROBERT B. COX, A.M. <i>Dean of Undergraduate Men</i>	1107 Ninth Street
*ELLEN HARRIS HUCKABEE, A.M. <i>Dean of Undergraduate Instruction, Woman's College</i>	1507 W. Pettigrew Street
MARIANNA DUNCAN JENKINS, Ph.D. <i>Associate Dean of Undergraduate Instruction, Woman's College</i>	619 Morehead Avenue
LEWIS J. McNURLEN, Ph.D. <i>Assistant Dean of Freshmen and Sophomores, Trinity College</i>	2713 Circle Drive
†LANIER W. PRATT, M.A. <i>Assistant Dean of Trinity College</i>	2007 Ruffin Street
MARY GRACE WILSON, A.M. <i>Dean of Undergraduate Women</i>	Faculty Apartments
MRS. FRANCIS M. WHITAKER, M.A. <i>Assistant to the Dean of Undergraduate Women</i>	212 Faculty Apartments
MRS. ELIZABETH ANDERSON PERSONS, A.M. <i>Director of Admissions, Woman's College</i>	612 Swift Avenue
EVERETT BROADUS WEATHERSPOON, A.B. <i>Director of Admissions, Trinity College and the College of Engineering</i>	125 Pinecrest Road
WILLIAM LAMBRETH BRINKLEY, JR., A.B., M.P.S. <i>Assistant Registrar</i>	2740 Dogwood Road
PATRICIA KATHERINE MCBRIDE, B.A. <i>Field Secretary, Undergraduate Admissions</i>	E3D University Apartments
‡BARBARA EVANS, A.B. <i>Field Secretary, Undergraduate Admissions</i>	E3D University Apartments
CHARLES BUCK ROBERTS, A.M. <i>Field Secretary, Undergraduate Admissions</i>	13 Beverly Apartments
§BROOKS MILTON WAGGONER, B.D., Ph.D. <i>Field Secretary, Undergraduate Admissions</i>	104 Faculty Apartments
MARGARET L. COLEMAN, A.M. <i>Central Records Supervisor</i>	918 Urban Avenue
MRS. DOROTHY HOLT McELDUFF, A.B. <i>Recorder, College of Engineering</i>	100 Forest Wood Road
LOUISE SEABOLT, A.M. <i>Recorder, Woman's College</i>	204 Faculty Apartments
HENRY WEITZ, Ed.D. <i>Director of the Bureau of Testing and Guidance</i>	2716 Circle Drive
ROBERT MERLE COLVER, Ed.D. <i>Assistant Director, Bureau of Testing and Guidance</i>	900 Dacian Avenue
W. SCOTT GEHMAN, JR., Ph.D. <i>Senior Counselor, Bureau of Testing and Guidance</i>	1312 Shepherd Street
¶J. ALBERT SOUTHERN, M.A. <i>Psychometrist, Bureau of Testing and Guidance</i>	1314 Shepherd Street

Graduate and Professional Schools

MARCUS EDWIN HOBBS, Ph.D. <i>Dean of the Graduate School of Arts and Sciences</i>	115 Pinecrest Road
--	--------------------

* Absent on leave, October 1, 1955, through May 1, 1956.

† Died, June 4, 1956.

‡ Resigned, June 21, 1956.

§ Resigned, May 31, 1956.

¶ Resigned, July 1, 1956.

EARL THOMAS HANSON, Ph.D. <i>Director of Admissions, Graduate School of Arts and Sciences</i>	613 Swift Avenue
JAMES CANNON, A.M., Th.M., D.D. <i>Dean of the Divinity School</i>	2022 Myrtle Drive
CLARENCE FERDINAND KORSTIAN, Ph.D. <i>Dean of the School of Forestry</i>	4 Sylvan Road
*JOSEPH A. McCLAIN, JR., J.S.D., LL.D. <i>Dean of the School of Law</i>	2021 Myrtle Drive
WILBURT CORNELL DAVISON, D.Sc., M.D., LL.D. <i>Dean of the School of Medicine</i>	Hope Valley
ANN MADELINE JACOBANSKY, R.N., B.S.N.E., M.Ed. <i>Dean of the School of Nursing</i>	Westover Park Apartments
PAUL HIBBERT CLYDE, Ph.D. <i>Director of the Summer Session</i>	1311 Carolina Avenue
OLAN L. PETTY, Ph.D. <i>Assistant Director of the Summer Session</i>	2519 Shenandoah Avenue
CAZYLN GREEN BOOKHOUT, Ph.D. <i>Director of the Duke Marine Laboratory</i>	1307 Alabama Avenue
†ANNE INMAN, B.S. <i>Administrative Assistant, Graduate School</i>	1100 Oakland Avenue
HELEN MILDRED KENDALL, A.B. <i>Administrative Assistant and Secretary of the Faculty, Divinity School</i>	Faculty Apartments

BUSINESS ADMINISTRATION

ALFRED SMITH BROWER, A.B. <i>Business Manager and Treasurer</i>	614 West Campus
GERHARD CHESTER HENRICKSEN <i>Comptroller and Assistant Business Manager</i>	216 Forest Wood Drive
‡CHARLES BLACKWELL MARKHAM, A.M. <i>Treasurer of the University</i>	204 Dillard Street
CHARLES EDWARD JORDAN, A.B., LL.D. <i>Secretary of the University</i>	813 Vickers Avenue
EDWIN CONSTANT BRYSON, LL.B. <i>University Attorney</i>	818 Anderson Street
JOHN M. DOZIER, A.B. <i>Associate Secretary of the University</i>	2111 Ruffin Street
WILLIAM EDWARD WHITFORD, A.B. <i>Director of Operation and Maintenance</i>	146 Pincrest Road
THEODORE WARREN MINAH, B.S. in H.M. <i>Director of Dining Hall Operations</i>	2117 Club Boulevard
MARY ROBINSON, B.A., B.S. <i>Manager, the Dining Halls, Woman's College</i>	2729 Circle Drive
ELIZABETH MARGUERITE KAISER, B.A., M.S. <i>Manager, the Dining Halls, Men's Graduate Center</i>	921 Lambeth Circle Poplar Apartments
JOHN ELLWOOD DOXEY, A.M. <i>Purchasing Agent</i>	1004 Broad Street

* Resigned, August 31, 1956.

† Resigned, December 31, 1955.

‡ Died, December 3, 1955.

JESSE DAVID WELLONS, JR. <i>Manager of Stores Operations</i>	2703 Augusta Drive
WALTER GLEN COOPER, B.A. <i>Personnel Director</i>	1008 North Gregson Street
WILLIAM KENNETH HOWARD, B.S. <i>Maintenance Engineer</i>	106 Pinecrest Road
HENRY FRANKLIN BOWERS, A.B. <i>Manager of Operations</i>	2505 Perkins Road
ERNEST LEE HAYWOOD, A.B. <i>Chief Accountant</i>	104 Hilton Avenue
*CHARLES R. DUVAL, C.P.A. <i>Internal Auditor</i>	Apartment 14, Fifth and Markham Avenue
KENNETH R. MANNING, A.B. <i>Supervisor, Tabulating Department</i>	Duke University Apartments
HENRY SPECK MORGAN, A.B. <i>Bursar</i>	409 Francis Street
WILLIAM J. GRIFFITH, A.B. <i>Director, Student Union</i>	2312 Wilson Street
CARL A. BOY <i>Superintendent of Utilities</i>	2214 Erwin Road
JOHN C. GIFT <i>Superintendent of Building Maintenance</i>	811 Fifth Street

PUBLIC RELATIONS

CHARLES EDWARD JORDAN, A.B., LL.D. <i>Vice-President in the Division of Public Relations</i>	813 Vickers Avenue
JOHN M. DOZIER, A.B. <i>Assistant to the Vice-President in the Division of Public Relations; Executive Secretary, University Scholarship Committee</i>	2111 Ruffin Street
EARL W. PORTER, A.B., B.J. <i>Director, Bureau of Public Information</i>	Randolph Road
NORMAN NELSON, A.M. <i>Assistant Director, Bureau of Public Information</i>	1305 Carolina Avenue
GLENN EDWARD MANN, A.B. <i>Director, Office of Athletic Information</i>	Cole Mill Road
FANNIE YARBROUGH MITCHELL <i>Director, Appointments Office</i>	16 Alastair Court

ALUMNI AFFAIRS

CHARLES AUBREY DUKES, A.B. <i>Director</i>	1309 Oakland Avenue
ANNE GARRARD, A.M. <i>Assistant Director</i>	1411 North Duke Street
WILLIAM ALLEN TYREE, A.B. <i>Field Secretary, Duke University Loyalty Fund</i>	610 Buchanan Boulevard
CHARLOTTE CORBIN, A.B. <i>Assistant to the Director</i>	403 W. Chapel Hill Street
ROGER L. MARSHALL, A.B. <i>Editor, Alumni Register, and Assistant to the Director</i>	1829 Forest Road

* Resigned, January 14, 1956.

FRED W. WHITENER, A.B. <i>Secretary of Local Associations</i>	1524 Woodburn Road
PATSY G. MCKAY, A.B. <i>Recorder</i>	Route 2, Roxboro Road
CLARK C. COOK, A.B. <i>Editorial Assistant</i>	2337 Glendale Avenue
THAD W. SPARKS <i>University Photographer</i>	1308 Ruffin Street

Officers of Instruction

INSTRUCTIONAL STAFF

FRANCES DOROTHY ACOMB (1945), Ph.D. <i>Assistant Professor of History</i>	C-1B University Apartments
DONALD KEITH ADAMS (1931), Ph.D. <i>Professor of Psychology</i>	2509 Cornwallis Road
*JOHN RICHARD ALDEN (1955), Ph.D. <i>Professor of History</i>	102 Faculty Apartments
EDWIN PASCAL ALYEA (1930), M.D. <i>Professor of Urology</i>	3102 Devon Road, Hope Valley
CARL ANDERSON (1955), Ph.D. <i>Instructor in English</i>	2400 Chapel Hill Road
LEWIS EDWARD ANDERSON (1936), Ph.D. <i>Professor of Botany</i>	2020 Sunset Avenue
ROGER FABIAN ANDERSON (1950), Ph.D. <i>Associate Professor of Forest Entomology</i>	2528 Perkins Road
WILLIAM BANKS ANDERSON (1930), M.D. <i>Professor of Ophthalmology</i>	502 East Forest Hills Boulevard
†HAROLD LEE ANDREWS (1954), M.M. <i>Temporary Instructor in Music</i>	713 Club Boulevard
WILLIAM G. ANLYAN (1951), M.D. <i>Assistant Professor of Surgery</i>	1507 Woodburn Road
WILLIAM COUNCILL ARCHIE (1946), Ph.D. <i>Associate Professor of Romance Languages</i>	2310 Cranford Road
JAY MORRIS ARENA (1933), M.D. <i>Associate Professor of Pediatrics</i>	2032 Club Boulevard
KIRO PETE ARGES (1953), M.S. in C.E. <i>Assistant Professor of Civil Engineering</i>	915 Lambeth Circle, Poplar Apartments
RALPH ARANOVITZ ARNOLD (1946), M.D. <i>Associate Professor of Otolaryngology and Ophthalmology</i>	415 Carolina Circle
JOHN LESLIE ARTLEY (1955), D.Eng. <i>Assistant Professor of Electrical Engineering</i>	1805 Forest Road
THEODORE WINSLOW ATWOOD (1934), D.M.D. <i>Associate in Dentistry</i>	9 Carolee Apartments, 2200 Elder Street
PIERRE AUBERY (1955), Docteur de l'université <i>Instructor in Romance Languages</i>	704 Shepherd Street
THOMAS MALCOLM AYCOCK (1937), M.A. <i>Professor of Physical Education</i>	D1C University Apartments

* Absent on sabbatical leave, 1955-56.

† Resigned, June 30, 1955.

- JOSEPH RANDLE BAILEY (1946), Ph.D.
Associate Professor of Zoology 2117 Sprunt Street
- LENOX DIAL BAKER (1947), M.D.
Professor of Orthopaedic Surgery 3106 Cornwall Road, Hope Valley
- ROGER D. BAKER (1930-1942; 1952), M.D.
Professor of Pathology 303 Swift Avenue
- MARIE BALDWIN (1949), M.D.
Associate in Psychiatry Highlands Hospital, Asheville, N. C.
- KATHARINE MAY BANHAM (1946), Ph.D.
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- *JAMES FOSTER BARNES (1929), M.A.
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- ROBERT HENRY BARNES (1953), M.D.
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- JAMES W. BARNHILL (1954), M.A., Major, U. S. Air Force
Assistant Professor of Air Science 2005 Arbor Street
- WILLIAM BARRY (1955), M.D.
*Assistant Professor of Radiology and
Chief of Radiology of Durham Veterans
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- GEORGE JAY BAYLIN (1939), M.D.
Professor of Radiology and Associate in Anatomy 2260 Cranford Road
- CHARLES A. BAYLIS (1952), Ph.D.
Professor of Philosophy 601 East Markham Avenue
- WILLIAM WALDO BEACH (1946), B.D., Ph.D.
Professor of Christian Ethics 100 Vineyard Street
- MRS. DOROTHY WATERS BEARD (1938), R.N.
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- JOSEPH WILLIS BEARD (1937), M.D.
*Professor of Surgery in Charge of Experimental
Surgery; Associate Professor of Virology* Route 3, Hillsboro, N. C.
- ROLAND FREDERICK BECKER (1951), Ph.D.
Associate Professor of Anatomy 1010 Monmouth Avenue
- †GEORGE K. BEEBE (1954), A.M.
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Chapel Hill, N. C.
- FREDERICK BERNHEIM (1930), Ph.D.
Professor of Pharmacology Woodridge Drive
- MRS. MARY LILIAS CHRISTIAN BERNHEIM (1930), Ph.D.
Associate Professor of Biochemistry Woodridge Drive
- MRS. LYDIA BERNSTEIN (1953), B.M., M.S.
Visiting Instructor in Music 103 North Street, Chapel Hill, N. C.
- EDWARD WILLARD BERRY (1936), Ph.D.
Professor of Geology 1003 North Gregson Street

* Died, February 9, 1956.

† Resigned, August 31, 1955.

- *MRS. HELEN SMITH BEVINGTON (1943), M.A.
Assistant Professor of English Box 94, Route 2, Guess Road
- *MERLE MOWBRAY BEVINGTON (1942), Ph.D.
Professor of English Box 94, Route 2, Guess Road
- LUCIUS AURELIUS BIGELOW (1929), Ph.D.
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- WILLIAM DWIGHT BILLINGS (1952), Ph.D.
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- MARTIN LEE BLACK, JR. (1930), M.B.A., C.P.A.
Professor of Accounting 135 Pinecrest Road
- WILLIAM MAXWELL BLACKBURN (1926), Ph.D.
Professor of English 2101 Ward Street
- ROBERT LINCOLN BLAKE (1949)
Associate in Medical Art and Illustration 609 Ruby Street
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Assistant Professor of Physics and Research Associate
- HUGO LEANDER BLOMQUIST (1920), Ph.D.
Professor of Botany 922 Demerius Street
- BYRON M. BLOOR (1952), M.D.
Associate in Neurosurgery 2216 Elba Street
- JAMES ROBERT BLY (1949), M.S.
Assistant Professor of Physical Education 2001 Ruffin Street
- MORTON BOGDONOFF (1954), M.D.
Associate in Medicine 1840 Forest Road
- WILLIAM BRYAN BOLICH (1927), M.A., B.C.L.
Professor of Law 3724 Hope Valley Road, Hope Valley
- †EDWARD CLAUDE BOLMEIER (1948), Ph.D.
Professor of Education 217 Faculty Apartments
- ALLAN HADLEY BONE (1944), M.M.
Associate Professor of Music 2314 West Club Boulevard
- *CAZLYN GREEN BOOKHOUT (1935), Ph.D.
Professor of Zoology 1307 Alabama Avenue
- MRS. ELIZABETH CIRCLE BOOKHOUT (1932-43; 1945), M.S.
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- ALEXANDER W. BOONE (1952), M.D.
Assistant Professor of Urology 2027 Woodrow Street
- LLOYD J. BORSTELMANN (1953), Ph.D.
Assistant Professor of Psychology 305 Francis Street
- MICHEL BOURGEOIS-GAVARDIN (1953), M.D.
Assistant Professor of Anesthesiology 2094 Fairview Road
- ELBERT VICTOR BOWDEN (1952-54; 1955), M.A.
Instructor in Economics 2348 Huron Circle
- ALVA M. BOWEN, JR. (1955), B.S., Lieutenant, U. S. Navy
Assistant Professor of Naval Science 1403 Norton Street
- ‡GILMORE BOWERS (1953), B.S. in E.E.
Instructor in Electrical Engineering 2305 Prince Street

* Absent on sabbatical leave, 1955-56.

† Absent on sabbatical leave, fall semester, 1955-56.

‡ Resigned, May 31, 1955.

- *W. EDGAR BOWERS (1952), Ph.D.
Instructor in English 2101 Ward Street
- FRANCIS EZRA BOWMAN (1945), Ph.D.
Associate Professor of English 2114 Woodrow Street
- BENJAMIN BOYCE (1950), Ph.D.
Professor of English 1200 Dwire Place
- †DAVID GILBERT BRADLEY (1949), Ph.D.
Assistant Professor of Undergraduate Religion 707 Hudson Street
- HAROLD L. BRADLEY (1940), B.S.
Assistant Professor of Physical Education 1903 Washington Street
- CHARLES KILGO BRADSHAW (1939), Ph.D.
Professor of Chemistry 118 Pinecrest Road
- JOHN SAEGER BRADWAY (1931), A.M., LL.B.
Professor of Law and Director of the Legal Aid Clinic 2621 Stuart Drive
- LOUIS R. BRAGG (1955), M.A.
Instructor in Mathematics 514 Jackson Street
- RALPH J. D. BRAIBANTI (1953), Ph.D.
Associate Professor of Political Science 2614 Stuart Drive
- BERNARD BRESSLER (1954), M.D.
Associate Professor of Psychiatry 814 Forest Hills Boulevard
- ROBERTA FLORENCE BRINKLEY (1947), Ph.D., LL.D.
Professor of English East Campus
- MRS. EDITH BROCKER (1955), B.S., M.Ed.
Assistant Professor of Nursing 16 Rorgerson Drive, Chapel Hill, N. C.
- ROBERT MAURICE BRODERSON (1952), M.F.A.
Instructor in Art Education and Studio and Instructor in Department of Education 4 Duke University Apartments
Fifth and Markham Avenue
- *ELMER L. BROOKS (1953), M.A., Ph.D.
Instructor in English 1005 South Duke Street
- FRANCES CAMPBELL BROWN (1931), Ph.D.
Associate Professor of Chemistry 1205 Dwire Place
- IVAN WILLARD BROWN, JR. (1940-42; 1945), M.D.
Associate Professor of Surgery 1709 Vista Street
- WADE GILLIES BROWN (1947), A.B.
Lecturer in Sanitary Engineering 1317 Arnette Avenue
- WILLIAM HUGH BROWNLEE (1948), Th.M., Ph.D.
Associate Professor of Old Testament 2809 Fairview Road
- PAUL ROBEY BRYAN, JR. (1951), M.M., Ph.D.
Assistant Professor of Music 1 Duke University Apartments
- EDWIN CONSTANT BRYSON (1931), LL.B.
Professor of Law 818 Anderson Street
- ROGER CONANT BUCK (1953), B.A., B.Phil. (Oxon.)
Assistant Professor of Philosophy 1017½ Gloria Avenue
- LOUIS J. BUDD (1952), Ph.D.
Assistant Professor of English 1011½ Dacian Avenue
- ALBERT GEORGE BUEHLER (1955), M.A.
Instructor in Physical Education, Trinity College 907 Lambeth Circle
Poplar Apartments

* Resigned, August 31, 1955.

† Absent on sabbatical leave, fall semester, 1955-56.

- MRS. JE HARNED BUFKIN (1949), R.N., R.R.L.
Assistant Professor of Medical Record Library Science 2425 Perkins Road
- EVERETT I. BUGG, JR. (1953), M.D.
Associate in Orthopaedics 1544 Hermitage Court
- FLORENT J. BUREAU (1955), Agrégé de L'Enseignement Supérieur
Research Associate in Mathematics Mathematics Department
- EWALD W. BUSSE (1953), M.D.
Professor of Psychiatry 1423 Woodburn Road
- WILLIAM LAWRENCE BYRNE (1954), i. h.D.
Associate in Biochemistry Duke Hospital
- JASPER LAMAR CALLAWAY (1937), M.D.
Professor of Dermatology and Syphilology 828 Anderson Street
- DONALD AMOS CALLESON (1955), B.E.
Instructor in Mechanical Engineering 808 Third Street
- EDMUND McCULLOUGH CAMERON (1926), A.B.
Director of Physical Education and Athletics 2818 Chelsea Circle, Hope Valley
- *MARY MILTON CAMPBELL (1953), R.N., B.S.N.E.
Instructor in Nursing Education 402 Buchanan Boulevard
- EMILY BENTLEY CAMPBELL (1955), B.S.
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- SULLIVAN G. CAMPBELL (1955), A.B., M.S., Ph.D.
Visiting Associate Professor of Mathematics Turnage Road, Box 4724
 Duke Station
- ROY M. CANFIELD, JR. (1955), B.F.A., Lieutenant, U. S. Air Force
Instructor in Air Science 1914 Arbor Street
- JAMES CANNON (1919), A.M., Th.M., D.D.
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- LEONARD CARLITZ (1932), Ph.D.
Professor of Mathematics 2303 Cranford Road
- JOHN WILLIAM CARLTON (1955), A.B., B.D., Ph.D.
Instructor in Divinity School 407 Watts Street
- DAVID WILLIAMS CARPENTER (1929), Ph.D.
Professor of Physics 137 Pinecrest Road
- JOHN WINDER CARR, JR. (1926), Ph.D.
Professor of Education 926 Monmouth Avenue
- EBER MALCOLM CARROLL (1923), Ph.D.
James B. Duke Professor of History K1C University Apartments
- R. CHARMAN CARROLL (1944), R.N., A.B., M.D.
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- BAYARD CARTER (1931), M.D.
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- WILLIAM H. CARTWRIGHT (1951), Ph.D.
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- MRS. HELEN KENNARD CASTELLANO (1947), M.A.
Instructor in Romance Languages 2511 Perkins Road
- JUAN RODRÍGUEZ CASTELLANO (1947), Doctor en Filosofía y Letras
Associate Professor of Romance Languages 2511 Perkins Road

* Resigned, June 30, 1956.

- LEON EDWARD CHAIKEN (1952), B.S., M.F.
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 Assistant Director of the Forest* 2737 Dogwood Road
- *JOHN V. CHAMBERLAIN (1954), A.M.
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- MRS. ROMA SAWYER CHEEK (1947), Ph.D.
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- BENJAMIN GUY CHILDS (1924), M.A.
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- ELON HENRY CLARK (1934)
Professor of Medical Art and Illustration 1300 Oakland Avenue
- KENNETH WILLIS CLARK (1931), Ph.D.
Professor of New Testament Language and Literature 1308 West Markham Avenue
- LELIA ROSS CLARK (1949), R.N., M.A.
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Associate Professor of Naval Science 214 Swift Avenue
- JAMES T. CLELAND (1945), M.A., Th.D., D.D.
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 Professor of Medical Psychology* 1505 Acadia Street
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- §JOHN P. COLLINS (1948), M.D.
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 Lakeland, Fla.
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- ROBERT MERLE COLVER (1953), Ed.D.
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- ¶RICHARD GRIGSBY CONNAR (1950), M.D.
Assistant Professor of Surgery Alastair Apartments, 300 Swift Avenue
- ROBERT HOWE CONNERY (1949), Ph.D.
Professor of Political Science 906 Buchanan Boulevard

* Resigned, June 30, 1955.

† Resigned, August 31, 1955.

‡ Spring Semester, 1955-56.

§ Resigned, September 1, 1955.

¶ Resigned, July 31, 1955.

- EVELYN VAIL COONRAD (1952-53; 1955), M.D.
Associate in Medicine Duke Hospital
- *THOMAS HOWARD CORDLE (1950), Ph.D.
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- MARTHA LEE COVINGTON (1954), B.S.N.
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- ROBERT CALVIN COX (1942), M.A.
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- ROBERT LAWRENCE CRAIG (1938), M.D.
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- ROBERT NOWELL CREADICK (1946), M.D.
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- MASON CRUM (1930), Ph.D., Litt.D.
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- WILLIAM L. CULBERSON (1955), Ph.D.
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- EDMUND G. CUMMINGS (1955), B.S., M.S., Ph.D.
Instructor in Zoology 2816 Erwin Road
- JOHN SHELTON CURTISS (1945), Ph.D.
Professor of History Route 2, Box 95, Guess Road
- ROBERT EARL CUSHMAN (1945), B.D., Ph.D.
Professor of Systematic Theology 130 Pinecrest Road
- BINGHAM DAI (1943), Ph.D.
Professor of Psychology, and Professor of Medical Psychology 2404 Perkins Road
- BOYD LEE DANIELS (1952), B.D.
Instructor in Undergraduate Religion 330 Clark Street
- ‡WILLIAM DAVID DAVIES (1950), B.D., D.D.
Professor of Biblical Theology 810 Second Street
- GIFFORD DAVIS (1930), Ph.D.
Professor of Romance Languages 2248 Cranford Road
- §THELMA ELIZABETH DAVIS (1954), R.N., B.S.N.E.
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- MRS. ATALA THAYER SCUDDER DAVISON (1942), M.D.
Associate in Pediatrics Fairways, Hope Valley
- WILBURT CORNELL DAVISON (1927), M.D., D.Sc., LL.D.
James B. Duke Professor of Pediatrics Fairways, Hope Valley
- ‡HOWARD W. DAWSON (1953), B.S., Lieutenant Commander, U. S. Navy
Assistant Professor of Naval Science 909 Arnette Avenue
- ALEXANDER DECONDE (1952), Ph.D.
Assistant Professor of History 1515 Woodburn Road
- JOHN ESSARY DEES (1939), M.D.
Professor of Urology 413 Carolina Circle
- MRS. SUSAN COONS DEES (1939), M.D.
Associate Professor of Pediatrics and Allergy 413 Carolina Circle

Absent on leave, 1955-56.

† Resigned, January 31, 1955.

‡ Resigned, August 31, 1955.

§ Resigned, January 31, 1956.

- WILLIAM P. DEISS, JR. (1954), M.D.
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 Director of Radioisotope Laboratory, Veterans Hospital* Veterans Hospital
- WILLIAM J. A. DEMARIA (1951), M.D.
Assistant Professor of Pediatrics 1501 Woodburn Road
- *JEAN-JACQUES DEMOREST (1948), Ph.D.
Associate Professor of Romance Languages 409 E. Royal Forest Boulevard
 Columbus 14, Ohio
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- WILLIAM ERNEST DETURK (1949), M.D., Ph.D.
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- FRANK TRAVER DEVYVER (1935), Ph.D.
Professor of Economics 8 Sylvan Road
- DONALD J. DEWEY (1950), M.A.
Assistant Professor of Economics 611 Watts Street
- MACDONALD DICK (1932), M.D.
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 and Associate in Medicine* 3005 Norwich Way, Hope Valley
- †ROBERT L. DICKENS (1949), M.S., C.P.A.
Assistant Professor of Accounting 2024 Sprunt Street
- RUSSELL LESLIE DICKS (1949), B.D., D.D., D.Litt.
*Professor of Pastoral Care and
 Chaplain to Duke Hospital* 2308 Prince Street
- HAROLD T. DODGE (1955), M.D.
Assistant Professor of Medicine Duke Hospital
- MRS. MARIE-THERESE LINIERE DOW (1934), L. ès L., M.A.
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- NEAL DOW (1934), Ph.D.
Associate Professor of Romance Languages 2252 Cranford Road
- ANTHONY CHARLES DRAGO (1953), B.S. in P.E.
Instructor in Physical Education 1305 Carroll Street
- FRANCIS GEORGE DRESSEL (1929), Ph.D.
Professor of Mathematics 309 Francis Street
- EUGENE DROZDOWSKI (1955), A.B., M.A.
Instructor in History F-107 Westover Park Apartments
- KENNETH LINDSAY DUKE (1940), Ph.D.
Associate Professor of Anatomy 701 West Club Boulevard
- ROBERT F. DURDEN (1952), Ph.D.
Instructor in History 2812 Erwin Road, Poplar Apartments
- GEORGE SHARP EADIE (1930), Ph.D.
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- WATT WEEMS EAGLE (1930), M.D.
Professor of Otolaryngology 804 Anderson Street
- MRS. ELEANOR BEAMER EASLEY (1934), M.D.
Associate in Obstetrics and Gynecology Guess Road
- HOWARD EASLEY (1930), Ph.D.
Associate Professor of Education Guess Road
- RUTH BUCHANAN EDDY (1952), M.S.
Assistant Professor of Physical Education 213 Faculty Apartments

* Resigned, August 31, 1956.

† Absent on sabbatical leave, 1955-56.

- FRANK NICHOLAS EGERTON (1945), A.M., E.E.
Associate Professor of Electrical Engineering 411 North Gregson Street
- WILLIAM WHITFIELD ELLIOTT (1925), Ph.D.
Professor of Mathematics Box 4721, Duke Station
- LEON HUBBARD ELLIS (1947), Ph.D.
Lecturer in Political Science 2428 Perkins Road
- ERNEST ELSEVIER (1950), M.S. in M.E.
Assistant Professor of Mechanical Engineering Route 1, Hillsboro, N. C.
- FRANK LIBMAN ENGEL (1947), M.D.
*Associate Professor of Medicine and
Assistant Professor of Physiology* 1302 Oakland Avenue
- E. HARVEY ESTES (1953), M.D.
Associate in Medicine 8 Meadowbrook Avenue
- JOHN WENDELL EVERETT (1932), Ph.D.
Professor of Anatomy 2605 University Drive
- LEONARD WILLIAM FABIAN (1954), M.D.
Assistant Professor of Anesthesiology 1818 Guess Road
- WILLIAM MARTIN FAIRBANK (1952), Ph.D.
Associate Professor of Physics 2016 Pershing Street
- CARMEN M. FALCONE (1946), M.A.
Assistant Professor of Physical Education D-1A University Apartments
- ANNA FAUVER (1955), B.S.
Instructor in Operating Room Nursing Hanes House
- JOHN MORTON FEIN (1950), Ph.D.
Assistant Professor of Romance Languages 2742 Circle Drive
- ARTHUR BOWLES FERGUSON (1939), Ph.D.
Associate Professor of History Route 2, Guess Road
- GEORGE BURTON FERGUSON (1937), M.D.
Associate in Bronchoscopy 3938 Dover Road, Hope Valley
- BERNARD F. FETTER (1951), M.D.
Assistant Professor of Pathology 2411 Pickett Road
- EDGAR BEAUREGARDE FISHER (1953), B.D.
Lecturer in Church Administration 2000 Cedar Street
- JOHN H. FISHER (1955), Ph.D.
Associate Professor of English 2836 Stuart Drive
- WILEY DAVIS FORBUS (1930), M.D.
Professor of Pathology 3309 Devon Road, Hope Valley
- JOEL CLARENCE FORD, JR. (1953), B.S., Captain, U. S. Navy
Professor of Naval Science 2101 Myrtle Drive
- DURWOOD ANDREW FOSTER (1954), B.D.
*Assistant Professor of the History and
Philosophy of Religion* Apartment 18, Alastair Court
- JOHN ALVIS FOWLER (1953), M.D.
Assistant Professor of Psychiatry 1-20-A Glen Lennox Apartments
Chapel Hill, N. C.
- * RUSSELL A. FRASER (1952), Ph.D.
Assistant Professor of English Route 1, Box 283A, Mt. Sinai Road
- CHARLES F. FRIENZEL (1955), A.B.
*Assistant Professor of Hospital Administration and
Assistant Superintendent of Duke Hospital* 1008 Knox Street
- * Resigned, August 31, 1956.

- NOBORU FUKUNAGA (1955), M.D.
Visiting Assistant Professor of Pathology Duke Hospital
- CHARLES DARBY FULTON, JR. (1950), Sc.D.
Assistant Professor of Mechanical Engineering 1507 West Pettigrew Street
- WILLIAM J. FURBISH (1954), B.S., M.A.
Instructor in Geology Route 1, Hillsboro, N. C.
- *THOMAS MUIR GALLIE, JR. (1954), Ph.D.
Research Instructor in Mathematics 905 Exum Street
- CLARENCE ELLSWORTH GARDNER, JR. (1930), M.D., D.Sc.
Professor of Surgery Route 1, Hillsboro, N. C.
- WILLIAM HENRY GARDNER, JR. (1953), B.S. in C.E., M. Engg.
Assistant Professor of Civil Engineering 2108 Cole Road
- †NORMAN GARMEZY (1950), Ph.D.
Associate Professor of Psychology 3423 Hope Valley Road
- ‡OTTO H. GAUER (1953), M.D.
Associate Professor of Physiology and Pharmacology
 Route 1, Box 113, Chapel Hill, N. C.
- W. SCOTT GEHMAN, JR. (1954), Ph.D.
Assistant Professor of Education 1312 Shephard Street
- NICHOLAS G. GEORGAIDE (1951), D.D.S., M.D.
Assistant Professor of Plastic Surgery 2417 Bruton Road
- JOHN JAY GERGEN (1936), Ph.D.
Professor of Mathematics 2803 Nation Avenue
- §ALLAN H. GILBERT (1920), Ph.D.
Professor of English 503 Compton Place
- GEORGE G. GLOCKLER (1952), Ph.D.
Visiting Lecturer in Chemistry 3309 Devon Road, Hope Valley
- JAMES S. GLOTFELTY (1955), M.D.
Assistant Professor of Hospital Administration Staff Quarters, Veterans Hospital
- CLARENCE GOHDES (1930), Ph.D.
Professor of English 2737 Circle Drive
- JOSEPH LEONARD GOLDNER (1950), M.D.
Associate Professor of Orthopaedics 906 Demerius Street
- JEWETT GOLDSMITH (1949), M.D.
Assistant Professor of Psychiatry 918 Monmouth Avenue
- MCCHESNEY GOODALL (1954), M.D., Ph.D.
Visiting Associate Professor of Physiology 152 Pinecrest Road
- *WILLIAM LEWIS GORDON (1952), Ph.D.
Instructor in Mathematics 13 Fifth and Markham Avenue
- WALTER GORDY (1946), Ph.D.
Professor of Physics 2521 Perkins Road
- RICHARD BABSON GRANT (1952), Ph.D.
Instructor in Romance Languages 1013 Rosehill Avenue
- IRVING EMERY GRAY (1930), Ph.D.
Professor of Zoology 124 Pinecrest Road
- PAUL S. GREENLAW (1955), Ph.D.
Instructor in Political Science 817 Louise Circle, Poplar Apartments

* Resigned, August 31, 1955.

† Absent on leave, February 1, 1956, through August 31, 1957.

‡ Resigned, June 30, 1955.

§ Absent on sabbatical leave, 1955-56.

- EUGENE GREULING (1948), Ph.D.
Associate Professor of Physics 2414 Perkins Road
- KEITH SANFORD GRIMSON (1930-42; 1945), M.D.
Professor of Surgery 3313 Devon Road, Hope Valley
- PAUL MAGNUS GROSS (1919), Ph.D.
William Howell Pegram Professor of Chemistry 3816 Dover Road, Hope Valley
- JULIA REBECCA GROUT (1924), M.S.
Professor of Physical Education 804 Fourth Street
- * WARREN J. GUSTUS (1954), Ph.D.
Instructor in Economics 818 Buchanan Boulevard
- NORMAN GUTTMAN (1951), Ph.D.
Assistant Professor of Psychology 1802 Sunset Avenue
- WILLY HAEBERLI (1954), Ph.D.
Visiting Assistant Professor of Physics 2420 Perkins Road
- HOWARD N. HAINES (1943), B.S.
Assistant Professor of Civil Engineering 2307 Club Boulevard
- FRANK GREGORY HALL (1926-42; 1945), Ph.D.
Professor of Physiology and Pharmacology 122 Pinecrest Road
- † HELEN ELIZABETH HALL (1954), M.D.
Associate in Anesthesiology 402 Buchanan Boulevard
- HUGH MARSHALL HALL (1952), Ph.D.
Instructor in Political Science 7 Duke University Apartments
- LOUISE HALL (1931), S.B. Arch., Ph.D.
Associate Professor of Architecture Box 6636, College Station
- ‡ JOHN HAMILTON HALLOWELL (1942), Ph.D.
Professor of Political Science 2709 Augusta Drive
- EDWIN CROWELL HAMBLIN (1931), M.D.
*Associate Professor of Obstetrics and Gynecology
and Professor of Endocrinology* 810 Forest Hills Boulevard
- WILLIAM BASKERVILLE HAMILTON (1936), Ph.D.
Professor of History 2256 Cranford Road
- PHILIP HANDLER (1939), Ph.D.
Professor of Biochemistry and Nutrition 2529 Perkins Road
- JOHN KENNEDY HANKS (1954), M.A.
Assistant Professor of Music 820 West Knox Street
- § FRANK ALLAN HANNA (1948), Ph.D.
Professor of Economics 2239 Cranford Road
- OSCAR CARL EDVARD HANSEN-PRÜSS (1930), M.D.
Professor of Medicine in Charge of Clinical Microscopy 3303 Surrey Road, Hope Valley
- EARL THOMAS HANSON (1946), Ph.D.
Assistant Professor of Political Science 613 Swift Avenue
- ELLWOOD SCOTT HARRAR (1936), Ph.D.
Professor of Wood Technology 2228 Cranford Road
- JEROME SYLVAN HARRIS (1936), M.D.
*Professor of Pediatrics and
Associate Professor of Biochemistry* 1007 Rosehill Avenue
- FRANCIS PARKS HARRISON (1947), Ph.D.
Assistant Professor of Physical Education 2722 Circle Drive

* Resigned, August 31, 1956.

† Resigned, July 30, 1955.

‡ Absent on sabbatical leave, 1955-56.

§ Absent on sabbatical leave, fall semester, 1955-56.

- HORNELL NORRIS HART (1938), Ph.D.
Professor of Sociology 2535 Perkins Road
- JULIAN DERYL HART (1930), M.D.
Professor of Surgery Route 1, Duke University Road
- *DOUGLAS HARTLE (1954), M.A.
Instructor in Economics 1004 Carolina Avenue
- GEORGE CORBIN HARWELL (1935), Ph.D.
Associate Professor of English 2115 Wilson Street
- CHARLES ROY HAUSER (1929), Ph.D.
Professor of Chemistry 1020 Rosehill Avenue
- JULIA ANN HEDGEPEETH (1955), M.F.A.
Instructor in Physical Education 1021 West Trinity Avenue
- CAROLINE ELIZABETH HELMICK (1949), M.D.
*Associate in Preventive Medicine and Public Health and
Director of Student Health, Woman's College* East Campus
- JAMES PAISLEY HENDRIX (1938), M.D.
Associate Professor of Medicine and Therapeutics 144 Pinecrest Road
- SIMEON K. HENINGER (1955), B.Iitt. (Oxon.) Ph.D.
Instructor in English 101 Faculty Apartments
- STEPHEN DUNCAN HERON, JR. (1950), M.S.
Assistant Professor of Geology 1506 Echo Road
- DUNCAN CHARTERIS HETHERINGTON (1930), Ph.D., M.D.
Professor of Anatomy K-3B University Apartments
- ALBERT HEYMAN (1953), M.D.
Associate Professor of Medicine 910 Arrowhead Road
Chapel Hill, N. C.
- JOHN BAMBER HICKAM (1947), M.D.
Associate Professor of Medicine 713 Anderson Street
- ARTHUR OWEN HICKSON (1929), Ph.D.
Associate Professor of Mathematics Box 27, West Durham Station
- †DOUGLAS GREENWOOD HILL (1931), Ph.D.
Professor of Chemistry Box 275, Route 2, St. Mary's Road
- MARCUS EDWIN HOBBS (1935), Ph.D.
Professor of Chemistry 115 Pinecrest Road
- *JOHN HEBBERT HODGES (1954), A.M.
Instructor in Mathematics Box 1139, Men's Graduate Center
- LESLIE BENJAMIN HOHMAN (1946), M.D.
Professor of Psychiatry 1520 Hermitage Court
- *RAY WALTER HOLLAND (1947), M.S. in M.E.
Assistant Professor of Mechanical Engineering 2428 Glendale Avenue
- IRVING BRINTON HOLLEY, JR. (1947), Ph.D.
Associate Professor of History 6 Duke University Apartments
Fifth and Markham Avenue
- WILLIAM HOLLISTER (1955), M.D.
Associate in Surgery Moore County Hospital, Pinehurst, N. C.
- *CHARLES M. HOLMES (1953), M.A.
Instructor in English 903 Shepherd Street
- FRANCES VIRGINIA LEE HOLTON (1947), M.A.
Assistant Professor of Physical Education 407 Erwin Apartments

* Resigned, August 31, 1955.

† Absent on sabbatical leave, 1955-56.

- CALVIN BRYCE HOOVER (1925), Ph.D., Litt.D.
James B. Duke Professor of Economics 1702 Duke University Road
- EDWARD CHARLES HORN (1946), Ph.D.
Associate Professor of Zoology 2509 Cascadilla Street
- DORIS AHLEE HOWELL (1955), M.D.
Assistant Professor of Pediatrics 1022 Pickett Road
- JOHN CHASE HOWELL (1954), M.A.
Instructor in Sociology 1006 Demerius Street
- WAYLAND ELROY HULL (1953), Ph.D.
Assistant Professor of Physiology 2708 Circle Drive
- HAROLD J. HUMM (1954), Ph.D.
Associate Professor of Botany 912 Monmouth Avenue
- DON DOUGAN HUMPHREY (1945), Ph.D.
Professor of Economics 2802 Legion Avenue
- MRS. WANDA SANBORN HUNTER (1947), Ph.D.
Associate Professor of Zoology 803 Second Street
- PATRICK HUNTLEY (1955), M.A.
Instructor in Economics 1719 James Street
- CHESTER FOY HWANG (1954), B.S.M.E.
Instructor in Mechanical Engineering Apartment 9, Fifth and Markham Avenue
- JOSEPH K. ISLEY (1955), M.D.
Associate in Radiology 2417 Highland Avenue
- *THELMA MARGUERITE INGLES (1949), R.N., M.A.
*Associate Professor of Nursing Education and
Director, Division of Nursing Education* 1412 North Duke Street
- WILLIAM HENRY IRVING (1936), B.A. (Oxon.), Ph.D.
Professor of English 2707 Legion Avenue
- †THOMAS K. IVES (1954), B.S., Lieutenant, U. S. Navy
Assistant Professor of Naval Science 1928 Chapel Hill Road
- ANN MADELINE JACOBANSKY (1953), R.N., B.S.N.E., M.Ed.
Professor of Nursing Westover Park Apartments
- MERLE E. JACOBS (1954), Ph.D.
Temporary Instructor in Zoology 801 Third Street
- MARIANNA DUNCAN JENKINS (1948), Ph.D.
Associate Professor of Art 619 Morehead Avenue
- HOWARD EIKENBERRY JENSEN (1931), B.D., Ph.D.
Professor of Sociology 143 Pinecrest Road
- †WALLACE NORUP JENSEN (1953), M.D.
Assistant Professor of Medicine L-26-D, Glen Lennox, Chapel Hill, N. C.
- FREDERICK CHARLES JOERG (1947), M.B.A.
Associate Professor of Economics 2116 Pershing Street
- BETTY SUE JOHNSON (1955), B.S.N.Ed.
Instructor in Pediatric Nursing 1802 Lakewood Avenue
- §DAVID SPIRES JOHNSON (1953), M.D.
Associate in Pathology Apartment 10-C, 2904 Erwin Road
- TERRY WALTER JOHNSON, JR. (1954), Ph.D.
Assistant Professor of Botany 944 Lambeth Circle, Poplar Apartments

* Absent on sabbatical leave, June 1, 1956 through May 31, 1957.

† Resigned, August 31, 1956.

‡ Resigned, August 31, 1955.

§ Resigned, June 20, 1955.

- EDWARD ELLSWORTH JONES (1953), Ph.D.
*Assistant Professor of Psychology and
 Associate in Clinical Psychology in the
 Department of Psychiatry* 1705 Forest Road
- *ARCHIBALD CURRIE JORDAN (1925), M.A.
Assistant Professor of English 147 Pinecrest Road
- BRADY RIMBEY JORDAN (1927), Ph.D.
Professor of Romance Languages 117 Pinecrest Road
- HELEN LOUISE KAISER (1943), R.P.T.T.
Assistant Professor of Physical Rehabilitation 804 Fourth Street
- WILLIAM ARTHUR KALE (1952), B.D., D.D.
Professor of Christian Education 500 East Markham Avenue
- †HARRY I. KALISH (1953), Ph.D.
Visiting Assistant Professor of Psychology 926 Lambeth Circle
- HENRY KAMIN (1948), Ph.D.
Assistant Professor in Biochemistry J-3C University Apartments
- ‡T. C. KAO (1954), M.D.
Visiting Professor of Surgery Duke Hospital
- WALTER KEMPNER (1934), M.D.
Professor of Medicine 1505 Virginia Avenue
- CHRISTOPHER KENDRIS (1955), Ph.D.
Instructor in Romance Languages 402 Buchanan Boulevard
- VAN LESLIE KENYON, JR. (1945), M.M.E.
Associate Professor of Mechanical Engineering Route 2, Hillsboro, N. C.
- †MRS. NANCY PEELER KEPPEL (1953), B.A.
Instructor in Physical Education 2729 Brown Avenue, Poplar Apartments
- GRACE PARDRIDGE KERBY (1947), M.D.
Assistant Professor of Medicine 707 Louise Circle, Poplar Apartments
- §EILEEN DOROTHY KIERNAN (1952), R.N., B.S.N.E.
Instructor in Nursing of Prematures 920 Second Street
- GREGORY A. KIMBLE (1952), Ph.D.
Associate Professor of Psychology 1815 Hillcrest Drive
- **JOHN H. KIRBY-SMITH (1955), Ph.D.
Visiting Professor of Zoology 815 Demerius Street
- THEODORE G. KLEIN (1955), B.S., Lieutenant Commander, U. S. Navy
Assistant Professor of Naval Science 2011 Woodrow Street
- ††WILLIAM KLENZ (1947), M.A.
Assistant Professor of Music P.O. Box 856, Chapel Hill, N. C.
- ‡‡ROBERT J. KNIGHT, JR. (1952), B.S., Colonel, U. S. Air Force
Professor of Air Science and Tactics 2107 Wilson Street
- §§LOIS NINA KNOWLES (1953), R.N., B.S.N.
Instructor in Nursing Arts 2201 Woodrow Street
- EDWARD M. KNOX, JR. (1955), B.S., Lieutenant, U. S. Air Force
Instructor in Air Science 3411 Denice Street
- RUTH M. KOCH (1953), M.S.
Assistant Professor of Nursing 224-226 Hanes House

* Absent on sabbatical leave, spring semester, 1955-56.

† Resigned, August 31, 1955.

‡ Resigned, December 31, 1955.

§ Resigned, June 30, 1955.

~ Spring Semester, 1955-56.

†† Absent on sabbatical leave, 1955-56.

‡‡ Resigned, January 31, 1956.

§§ Absent on leave, August 1, 1955, through July 31, 1956.

- SIGMUND KOCH (1942-47; 1948), Ph.D.
Professor of Psychology Route 2, Durham, N. C.
- *JACOB FRANK KOENIG (1954), M.S. in E.E.
Assistant Professor of Electrical Engineering 1700 Duke University Road
- LUCY KOESY
Instructor in Nursing Arts 10 Bel Air Apartments
- †SEYMOUR KORKES (1953), M.D.
Associate Professor of Biochemistry 2511 Pickett Road
- CLARENCE FERDINAND KORSTIAN (1930), Ph.D.
Professor of Silviculture 4 Sylvan Road
- BARNET KOTTLER (1953), Ph.D.
Instructor in English 521 East Club Boulevard
- PAUL JACKSON KRAMER (1931), Ph.D.
James B. Duke Professor of Botany 2251 Cranford Road
- ROBERT KRAMER (1947), LL.B.
Professor of Law 108 Pinecrest Road
- EDWARD KREADY KRAYBILL (1939), M.S.E.
Associate Professor of Electrical Engineering 2726 Circle Drive
- WILLIAM R. KRIGBAUM (1952), Ph.D.
Assistant Professor of Chemistry 2015 Woodland Drive
- ‡GEORGE FREDERIC KUDER (1948), Ph.D.
Professor of Psychology 2516 Perkins Road
- EDWARD CHARLES KUNKLE (1948), M.D.
Professor of Neurology 2525 Perkins Road
- WESTON LABARRE (1946), Ph.D.
Associate Professor of Anthropology 1311 Alabama Avenue
- CREIGHTON LACY (1953), B.D., Ph.D.
Assistant Professor of Missions and Social Ethics 2714 Dogwood Road
- CHARLES EARL LANDON (1926), Ph.D.
Professor of Economics 1514 Edgevale Road
- *WILLIAM GUERRANT LANE (1927), Ph.D.
Instructor in English 814 Vickers Avenue
- §JOHN TATE LANNING (1927), Ph.D.
Professor of History 3007 Surrey Road, Hope Valley
- JOHN E. LARSH, JR. (1943), Sc.D.
Associate Professor in Parasitology Duke Hospital
- ELVIN REMUS LATTY (1937), J.D., J.Sc.D.
Professor of Law 3620 Hathaway Road, Hope Valley
- ¶DUNBAR LAWSON (1953), B.S., Lieutenant Commander, U. S. Navy
Assistant Professor of Naval Science 1012 Arnette Avenue
- RICHARD H. LEACH (1955), Ph.D.
Visiting Lecturer in Political Science 906 North Gregson Street
- BENJAMIN FRANKLIN LEMERT (1930), Ph.D.
Associate Professor of Economics 123 Pinecrest Road
- HAROLD WALTER LEWIS (1949), Ph.D.
Associate Professor of Physics 2307 Sprunt Street

* Resigned, August 31, 1956.

† Died, December 10, 1955.

‡ Absent on sabbatical leave, 1955-56.

§ Absent on sabbatical leave, spring semester, 1955-56.

¶ Resigned, August 31, 1955.

- MARTHA MODENA LEWIS (1933), M.A.
Associate Professor of Physical Education 407 Erwin Apartments
- RALPH ELTON LEWIS (1941), M.S. in M.E.
Assistant Professor of Civil Engineering 1401 Alabama Avenue
- CHARLES HARRIS LIVENGOD, JR. (1946), LL.B.
Professor of Law 2804 Chelsea Circle, Hope Valley
- CHARLES E. LLEWELLEN, JR. (1955), M.D.
Associate in Psychiatry Hamstead Court
- GEORGE TOWNSEND LODGE (1953), Ph.D.
Associate Professor of Psychology 804 Third Street
- ARTHUR HILL LONDON, JR. (1932), M.D.
Associate in Pediatrics 306 South Gregson Street
- HANS LÖWENBACH (1940), M.D.
Professor of Psychiatry and Physiology Box 79, Route 3
- CHARLES LUCIEN BAKER LOWNDES (1934), S.J.D.
James B. Duke Professor of Law 2016 Club Boulevard
- *OSKAR HELGE LUNDHOLM (1930), Ph.D.
Professor of Psychology 803 Second Street
- WILLIAM S. LYNN, JR. (1954), M.D.
Associate in Medicine Duke Hospital
- ANGUS M. MCBRYDE (1931), M.D.
Associate Professor of Pediatrics 410 East Forest Hills Boulevard
- MRS. PAULINE WAYNE MCCASKILL (1954), B.S.N.E.
Instructor in Medical Nursing 2611 Guess Road
- †JOSEPH ADOLPHUS MCCLAIN, JR. (1940), J.S.D., LL.D.
Professor of Law 2021 Myrtle Drive
- GELOLO MCHUGH (1946), Ph.D.
Assistant Professor of Psychology 1413 Watts Street
- HENRY MCINTOSH (1955), M.D.
Associate in Medicine 1807 Hillcrest Drive
- ‡LIONEL WILFRED MCKENZIE, JR. (1948), B.Litt. (Oxon.), M.A.
Associate Professor of Economics 1026 West Trinity Avenue
- JONATHAN COLLINS MCLENDON (1952), Ph.D.
Associate Professor of Education 944 Lambeth Circle, Poplar Apartments
- ROBERT M. MCLEOD (1955), B.S., Ph.D.
Instructor in Mathematics 208 Buchanan Boulevard
- LEWIS J. McNURLEN (1952), Ph.D.
Instructor in Sociology 2713 Circle Drive
- HENRY T. MCPHERSON (1955), M.D.
Associate in Medicine 875 Louise Circle, Poplar Apartments
- §SAMUEL D. MCPHERSON, JR. (1949), M.D.
Associate in Ophthalmology 29 Oak Drive
- ¶IAN O. MACCONOCHIE (1953), B.S. in M.E.
Instructor in Mechanical Engineering 702 Vickers Avenue
- DOUGLAS BLOUNT MAGGS (1930), J.D., S.J.D.
Professor of Law 3940 Dover Road, Hope Valley

* Died, July 9, 1955.

† Resigned, August 31, 1956.

§ Absent on leave, September 1, 1955, through December 31, 1955.

‡ Absent on sabbatical leave, spring semester, 1955-56.

¶ Resigned, May 30, 1955.

- JOHN E. MAJESKY (1955), B.S., Lieutenant, U. S. Navy
Assistant Professor of Naval Science 2522 Hillandale Road
- JOHN MCCLELLAN MAJOR (1953), Ph.D.
Instructor in English 1020 Urban Avenue
- FRANK MALINASKY (1955), B.S., Commander, U. S. Navy
Associate Professor in Naval Science 412 Carolina Circle
- ALAN KREBS MANCHESTER (1929), Ph.D.
Professor of History 2016 Myrtle Drive
- *JETHRO OATES MANLY (1952), B.S.
Instructor in Botany 907 Lambeth Circle, Poplar Apartments
- *EVERETT JAMES MANN (1950), M.B.A., C.P.A.
Associate Professor of Accounting 1712 Roxboro Road
- CLYDE LEONARD MANSCHRECK (1954), B.D., Ph.D.
Assistant Professor of Undergraduate Religion 1022 Lakewood Avenue
- GEORGE MARGOLIS (1947), M.D.
Professor of Pathology 3838 Ruby Road
- JOSEPH ELDRIDGE MARKEE (1943), Ph.D.
James B. Duke Professor of Anatomy 1015 Demerius Street
- †SIDNEY DAVID MARKHAM (1947), Ph.D.
Associate Professor of Art History and Archaeology 919 Urban Avenue
- MRS. ELSIE W. MARTIN (1930), M.S.
Professor of Dietetics Box 3713, Duke Hospital
- ‡MRS. RUTH CAMPBELL MARTIN (1944), M.D.
Associate Professor of Anesthesiology and Assistant Anesthetist
- §SAMUEL PRESTON MARTIN (1949), M.D.
Associate Professor of Medicine and Assistant
- *LUCY ETHELYN MASSEY (1949), R.N., M.A.
Professor of Bacteriology 113 Pinecrest Road
Assistant Professor of Public Health Nursing Dawson Road, Chapel Hill, N. C.
- FRANK J. S. MATURO (1955), Ph.D.
Temporary Instructor in Zoology 918 Urban Avenue
- WILLIAM CARY MAXWELL (1930), Ph.D.
Associate Professor of German 142 Pinecrest Road
- OTTO MEIER, JR. (1934), M.S., E.E.
Associate Professor of Electrical Engineering 916 Monmouth Avenue
- ELIJAH EUGENE MENEFEY, JR. (1940), M.D.
Associate Professor of Medicine 2205 Cranford Road
- M. VICTOR MICHALAK (1950), A.M.
Assistant Professor in English 854 Louise Circle, Poplar Apartments
- GUSTAVUS H. MILLER (1955), Ph.D.
Instructor in Romance Languages Cedar Terrace, R.F.D. 1
- MARGARET EMMA MILLER (1954), R.N., B.S.N.E.
Instructor in Surgical Nursing 2113 Englewood Avenue
- ¶FRANK KIRBY MITCHELL (1926), A.M.
Associate Professor of English 619 Swift Avenue
- CAROL L. MITCHUM (1955), R.N., B.S.
Instructor in Obstetric Nursing 25 Rogerson Drive, Chapel Hill, N. S.

* Resigned, August 31, 1955.

† Absent on sabbatical leave, spring semester, 1955-56.

‡ Resigned, May 31, 1956.

§ Resigned, March 31, 1956.

¶ Absent on sabbatical leave, 1955-56.

- JOHN THEODORE MOHAT (1955), Ph.D.
Instructor in Mathematics 1913 Essex Road
- ROBERT JOHN MONTFORT (1940), B.A.
Assistant Professor of Physical Education 3300 Cole Mill Road
- WILLIAM MORRIS (1955), M.A.
Instructor in English 27 Hamilton Road, Chapel Hill, N. C.
- ASHTON BYROM MORRISON (1955), Ph.D., M.D.
Associate in Pathology 407 Watts Street
- CLARENCE L. MORRISON (1954), B.S., Major, U. S. Marine Corps
Assistant Professor of Naval Science 3415 Denice Street
- ELIZABETH MOSES (1954), R.N., B.S.N.E., M.Ed.
Assistant Professor of Nursing Box 2126, Hanes House
- *EARL GEORGE MUELLER (1945), B.M., M.A., M.F.A.
Associate Professor of Art 1108 Watts Street
- MRS. JULIA WILKINSON MUELLER (1939-41; 1946), M.A.
Associate Professor of Music 1108 Watts Street
- ROBERT J. MURPHY, JR. (1950), M.D.
Associate in Pediatrics Duke Hospital
- ROBERT MUSGRAVE (1955), M.D.
Associate in Orthopedics 1203 Ruffin Street
- †HIRAM EARL MYERS (1926), S.T.M., D.D.
Professor of Biblical Literature 141 Pinecrest Road
- ‡JACK DUANE MYERS (1947), M.D.
Associate Professor of Medicine 713 Anderson Street
- §JAMES B. MYERS (1952), A.B., Major, U. S. Air Force
Assistant Professor of Air Science 3413 Duke Homestead Road
- ¶MRS. JESSICA H. LEWIS MYERS (1950), M.D.
Associate in Medicine 713 Anderson Street
- GEORGE W. NACE (1951), Ph.D.
Assistant Professor of Zoology 2021 Pershing Street
- AUBREY WILLARD NAYLOR (1952), Ph.D.
Associate Professor of Botany 881 Louise Circle, Poplar Apartments
- GLENN ROBERT NEGLEY (1946), Ph.D.
Professor of Philosophy 1700 Shawnee Street
- ERNEST WILLIAM NELSON (1926), Ph.D.
Associate Professor of History 939 Lambeth Circle, Poplar Apartments
- BARBARA CAROL NEWBORG (1952), M.D.
Associate in Medicine 1503 Virginia Avenue
- HENRY WINSTON NEWSON (1948), Ph.D.
Professor of Physics 1111 North Gregson Street
- WILLIAM MCNEAL NICHOLSON (1935), M.D.
Professor of Medicine in Charge of Postgraduate Education and Disease of Metabolism 824 Anderson Street
- WALTER MCKINLEY NIELSEN (1925), Ph.D.
James B. Duke Professor of Physics 139 Pinecrest Road

* Absent on sabbatical leave, fall semester, 1955-56.

† Absent on sabbatical leave, spring semester, 1955-56.

‡ Resigned, August 31, 1955.

§ Resigned, August 31, 1956.

¶ Resigned, July 31, 1955.

- *LOTHAR WOLFGANG NORDHEIM (1937), Ph.D., Sc.D.
Professor of Physics 2255 Cranford Road
- GUY LEARY ODOM (1943), M.D.
Professor of Neurosurgery 2812 Chelsea Circle, Hope Valley
- HOWARD T. ODUM (1954), Ph.D.
Assistant Professor of Zoology 1108 Anderson Street
- †JOHN BURWELL OLIVER (1952), Ph.D.
Instructor in History Box 4360, Duke Station
- ‡HENRY JOHN OOSTING (1932), Ph.D.
Professor of Botany 2642 University Drive
- EDWARD STEWART ORGAIN (1934), M.D.
Professor of Medicine 3321 Devon Road, Hope Valley
- RODERICK B. ORMANDY (1953), M.A.
Assistant Professor of Medical Speech Pathology 2906 Erwin Road
- ROBERT TAPPAN OSBORN (1954), B.D.
Instructor in Undergraduate Religion 1922 Ward Street
- JOHN R. OVERMAN (1955), M.D.
Associate Professor of Bacteriology Duke Hospital
- HARRY ASHTON OWEN, JR. (1951), B.E.E., M.S.E.
Assistant Professor of Electrical Engineering 1506 Woodburn Road
- §MRS. ANNA COOPER PAINTER (1954), R.N., B.S.N.E.
Instructor in Pediatric Nursing 3000 Chapel Hill Road
- AUBREY EDWIN PALMER (1944), B.S. in E., C.E.
Associate Professor of Civil Engineering 2519 State Street
- HAROLD TALBOT PARKER (1939), Ph.D.
Associate Professor of History 12 Glenn Apartments, Dacian Avenue
- JOSEPH B. PARKER, JR. (1953), M.D.
*Associate Professor of Psychiatry and
Chief of Psychiatry at Veterans Hospital* 2921 Horton Road
- ROY PARKER (1954), M.D.
Assistant Professor of Obstetrics and Gynecology 111 Pinecrest Road
- OSCAR A. PARSONS (1954), Ph.D.
*Assistant Professor of Psychology and
Associate in Medical Psychology* 1702 Forest Road
- JAMES PARTHEMOS (1955), M.A.
Instructor in Economics 1112 Alabama Avenue
- JOEL FRANCIS PASCHAL (1954), LL.B., Ph.D.
Associate Professor of Law Chapel Hill Road
- RANSOM RATHBONE PATRICK (1954), B.A., M.F.A.
Professor of Aesthetics and Art 116 Pinecrest Road
- †RANDOLPH F. PATTERSON (1953), B.S., Lieutenant (j.g.), U. S. Navy
Assistant Professor of Naval Science 2011 Woodrow Street
- ¶ROBERT LEET PATTERSON (1945), B.D., Ph.D.
Professor of Philosophy Washington Duke Hotel
- LEWIS PATTON (1926), Ph.D.
Associate Professor of English 614 Swift Avenue

* Resigned, August 31, 1956.

† Resigned, August 31, 1955.

‡ Absent on sabbatical leave, fall semester, 1955-56.

§ Resigned, June 30, 1956.

¶ Absent on leave, February 1, 1955, through January 31, 1956.

- WILLIAM BERNARD PEACH (1951), Ph.D.
Assistant Professor of Philosophy 920 Dacian Avenue
- TALMADGE LEE PEELE (1939), M.D.
Associate Professor of Anatomy and Assistant Professor of Medicine K-2-B University Apartments
- * CHARLES HENRY PEETE, JR. (1953), M.D.
Associate in Obstetrics and Gynecology Alastair Court
- EDWARD JOSEPH PELLICCIARO (1954), Ph.D.
Research Instructor in Mathematics 1820 Forest Road
- KENNETH E. PENROD (1950), Ph.D.
Associate Professor of Physiology and Pharmacology and Assistant to the Dean of the School of Medicine 2745 Dogwood Road
- HAROLD SANFORD PERRY (1932), Ph.D.
Associate Professor of Botany 2302 Cranford Road
- SOLOMON PAUL PERRY (1953), M.D.
Assistant Professor of Radiology 3602 Rugby Road
- ELBERT LAPSLEY PERSONS (1930), M.D.
Associate Professor of Medicine and Associate Professor of Preventive Medicine and Public Health 723 Anderson Street
- WALTER SCOTT PERSONS (1930), A.B.
Assistant Professor of Physical Education 612 Swift Avenue
- ERNST PESCHEL (1953), M.D.
Assistant Professor of Medicine 2306 Pershing Street
- JAMES EMMET PETERSON (1954), B.C.E., M.S.C.E.
Instructor in Civil Engineering 2215 Elder Street
- RAY C. PETRY (1937), Ph.D., LL.D.
Professor of Church History 128 Pinecrest Road
- OLAN LEE PETTY (1952), Ph.D.
Associate Professor of Education 2519 Shenandoah Avenue
- JOHN BERNARD PFEIFFER, JR. (1949), M.D.
Assistant Professor of Medicine 1715 Maryland Avenue
- JAMES HENRY PHILLIPS (1946), Ph.D.
Associate Professor of Undergraduate Religion 2517 Perkins Road
- JANE PHILPOTT (1951), Ph.D.
Assistant Professor of Botany 804 Fourth Street
- HENRY FLOYD PICKETT (1935), A.B.
Associate in Medical Art and Illustration and Photographer 2506 Cornwallis Road
- KENNETH LEROY PICKRELL (1944), M.D.
Professor of Plastic Surgery 3 Sylvan Road
- ROGER STANTON PINKHAM (1955), Ph.D.
Instructor in Mathematics 2502 Thorne Street
- JACQUES C. POIRIER (1955), Ph.D.
Assistant Professor of Chemistry 2502 State Street
- FRANCIS ROSS PORTER (1930), B.S.
Superintendent of the Hospital and Professor of Hospital Administration Hillsboro, N. C.
- RAYMOND W. POSTLETHWAIT (1955), M.D.
Associate Professor of Surgery and Assistant Chief of Surgery at Veterans Hospital Duke Hospital

* Absent on leave, 1955-56.

- MARY ALVERTA POSTON (1930), A.M.
Associate in Bacteriology 512 Watts Street
- MARY POTEAT (1935), Ph.D.
Assistant Professor of English 103 Faculty Apartments
- BENJAMIN E. POWELL (1946), Ph.D. 3609 Hathaway Road, Hope Valley
Professor in the Faculty of Arts and Sciences
- *LANIER WARD PRATT (1940), M.A.
Instructor in Romance Languages 2007 Ruffin Street
- RICHARD LIONEL PREDMORE (1950), D.M.L.
Professor of Romance Languages 2413 Perkins Road
- JAMES LIGON PRICE, JR. (1952), Ph.D.
Assistant Professor of Undergraduate Religion 2723 Circle Drive
- REECE TREGO PROSSER (1955), A.B.
Research Instructor in Mathematics Apartment 16, University Apartments
- ALBERT ELSWORTH PUGH (1953), M.D.
*Assistant Professor of Medicine and Chief,
Professional Service, Veterans Hospital* Staff Quarters, Veterans Hospital
- †JAMES MINETREE PYNE (1949), B.S.
*Assistant Professor of Hospital Administration
and Assistant Superintendent of the Hospital* 1832 Forest Road
- DAVID RABIN (1953), B.S. in M.E., LL.B., LL.M. (Pat.) 538 Audubon Drive
Instructor in Mechanical Engineering Greensboro, N. C.
- CHARLES WILLIAM RALSTON (1953), B.S., M.F., Ph.D.
Assistant Professor of Forest Soils 600 Gregson Street
- ‡ROBERT STANLEY RANKIN (1927), Ph.D.
Professor of Political Science 1227 Vickers Avenue
- §JOSEPHINE RAPPAPORT (1952), R.N., M.A.
Assistant Professor of Nursing Education Hanes House
- **BENJAMIN ULYSSES RATCHFORD (1928), Ph.D.
Professor of Economics 133 Pinecrest Road
- ISRAEL THOMAS REAMER (1931), Ph.G.
Associate in Pharmacy 2406 West Club Boulevard
- KENNETH JAMES REARDON (1947), A.M.
Associate Professor of English 2821 Winton Road
- FREDERICK JEROME REED (1935), M.E., M.S.
Associate Professor of Mechanical Engineering 2203 Englewood Avenue
- ROBERT JAMES REEVES (1930), M.D.
Professor of Radiology 920 Anderson Street
- EDWIN KELSEY REGEN (1951), B.D., D.D.
Visiting Lecturer in Church Administration 1106 Watts Street
- HUGO MANLEY REICHARD (1951), Ph.D.
Instructor in English 2 Duke University Apartments
- MRS. WALLY REICHENBERG-HACKETT (1946), Ph.D.
Assistant Professor of Psychology Route 1, Erwin Road
- ††THOMAS D. REYNOLDS (1953), Ph.D.
Assistant Professor of Education Apartment M4, 815 Demerius Street

* Died, June 4, 1956.

† Resigned, April 30, 1956.

‡ Absent on sabbatical leave, spring semester, 1955-56.

§ Resigned, October 15, 1955.

** Absent on sabbatical leave, 1955-56.

†† Absent on leave, February 1, 1956, through January 31, 1957.

- JOSEPH BANKS RHINE (1927), Ph.D.
Director of Parapsychology Laboratory Hillsboro, N. C.
- McMURRY SMITH RICHEY (1954), B.D., Ph.D.
Assistant Professor of the Philosophy of Christian Education 4C Poplar Apartments
944 Lambeth Circle
- JOHN A. RITCHIE (1953), M.D.
Associate in Psychiatry 1004 Carolina Avenue
- HENRY STOUTTE ROBERTS, JR. (1948), Ph.D.
Associate Professor of Zoology 3507 Duke Homestead Road
- JOHN HENDERSON ROBERTS (1931), Ph.D.
Professor of Mathematics 2813 Legion Avenue
- *RACHEL LEE RODGERS (1954), B.S.N.E.
Instructor in Nursing Arts Apartment S-2, 810 Demerius Street
- ELIOT H. RODNICK (1949), Ph.D.
Professor of Psychology, and Director of Clinical Training in Psychology 2806 Legion Avenue
- E. STANFIELD ROGERS (1952), M.D.
Associate Professor of Pathology 602 Ruby Street
- ROBERT SAMUEL ROGERS (1937), Ph.D., F.A.A.R.
Professor of Latin 148 Pinecrest Road
- THEODORE ROPP (1938), Ph.D.
Associate Professor of History 302 Woodridge Drive
- JESSE LEE ROSE (1936), Ph.D.
Associate Professor of Latin and Greek 506 Buchanan Boulevard
- NORMAN F. ROSS (1937), D.D.S.
Associate in Dentistry Chelsea Circle, Hope Valley
- DONALD FRANCIS ROY (1950), Ph.D.
Assistant Professor of Sociology 519 South Duke Street
- JOHN JESSE RUBIN, II (1945), Ph.D.
Associate Professor of Speech 1019 Rosehill Avenue
- MABEL F. RUDISILL (1948), Ph.D.
Associate Professor of Education 213 West Markham Avenue
- JULIAN MEADE RUFFIN (1930), M.D.
Professor of Medicine 816 Anderson Street
- RALPH WAYNE RUNDLES (1945), Ph.D., M.D.
Associate Professor of Medicine 132 Pinecrest Road
- REAMES HAWTHORNE SALES (1949), B.D., Ph.D.
Assistant Professor of Undergraduate Religion 2800 University Drive
- HERMAN SALINGER (1955), Ph.D.
Professor of German 2709 Augusta Drive
- MURIEL I. SANDEEN (1950), Ph.D.
Assistant Professor of Zoology 706 Louise Circle
- CHARLES RICHARD SANDERS (1937), Ph.D.
Professor of English 103 Pinecrest Road
- MRS. EUGENIA CURTIS SAVILLE (1947), M.A.
Assistant Professor of Music 1103 Anderson Street
- LLOYD BLACKSTONE SAVILLE (1946), Ph.D.
Associate Professor of Economics 1103 Anderson Street

* Resigned, September 16, 1955.

- JOHN HENRY SAYLOR (1928), Ph.D.
Professor of Chemistry 2500 Perkins Road
- THOMAS ANTON SCHAFER (1950), B.D., Ph.D.
Assistant Professor of Historical Theology 1523 Woodburn Road
- CLARENCE HENRY SCHEITTLER (1946), Ph.D.
Associate Professor of Sociology 119 Pinecrest Road
- HERMAN MAX SCHIEBEL (1939), M.D.
Associate in Surgery 1020 Anderson Street
- KNUT SCHMIDT-NIELSEN (1952), Mag.Sc., Ph.D.
Professor of Zoology 2402 Chapel Hill Road
- FRANCIS XAVIER SCHUMACHER (1937), B.S.
Professor of Forestry 6 Sylvan Road
- RUDOLPH MATHIAS SCHUSTER (1953), Ph.D.
Research Associate and Visiting Assistant Professor of Botany 1427 Broad Street
- *THEODORE B. SCHWARTZ (1948), M.D.
Assistant Professor of Medicine 854 Louise Circle, Poplar Apartments
- ESTHER LOUISE SCHWERMANN (1947), Ph.D.
Assistant Professor of English 909 Lambeth Circle, Poplar Apartments
- GEORGE WILLIAM SCHWERT, JR. (1946), Ph.D.
Associate Professor of Biochemistry 611 Hammond Street
- WILL CAMP SEALY (1946), M.D.
Associate Professor in Charge of Thoracic Surgery Division 2232 Cranford Road
- RUSSELL P. SEBOLD, III (1955), Ph.D.
Instructor in Romance Languages 1010 West Trinity Avenue
- WALTER JAMES SEELEY (1925), E.E., M.S.
James B. Duke Professor of Electrical Engineering 1005 Urban Avenue
- JAMES HUSTEAD SEMANS (1953), M.D.
Associate Professor of Urology 1415 Bivins Street
- DAVID GORDON SHARP (1939), Ph.D.
Associate Professor of Biophysics in Experimental Surgery and Biophysicist to Duke Hospital 202 Francis Street
- LAMBERT ARMOUR SHEARS (1927), Ph.D.
Professor of German 917 Green Street
- †MILDRED MARGUERITE SHERWOOD (1930), R.N.
Associate in Pediatric Nursing Hanes House
- JOHN HERMAN SHIELDS (1926), A.M.
Associate Professor of Accounting 1315 Vickers Avenue
- MELVIN G. SHIMM (1953), LL.B.
Assistant Professor of Law 942 Lambeth Circle, Poplar Apartments
- WILLIAM WARNER SHINGLETON (1947), M.D.
Assistant Professor of Surgery 1510 Carolina Avenue
- JOSEPH ROBERT SHOENFIELD (1952), Ph.D.
Assistant Professor of Mathematics 1003 East Trinity Avenue
- WADE H. SHUFORD (1954), M.D.
Assistant Professor in Radiology 1203 Gregson Street
- HERBERT O. SIEKER (1955), M.D.
Associate in Medicine 2512 State Street

* Resigned, August 31, 1955.

† Absent on leave, September 1, 1955, through November 31, 1955.

- GEORGE ADDISON SILVER, III (1946), M.D.
Assistant Professor of Psychiatry 3910 Dover Road
- *ALBERT J. SILVERMAN (1953), M.D.
Associate in Psychiatry 622 West Markham Avenue
- EDWARD CHRISTIAN SIMMONS (1947), Ph.D.
Professor of Economics 2510 Perkins Road
- †WILLIAM HAYS SIMPSON (1930), Ph.D.
Associate Professor of Political Science 1406 Dollar Avenue
- ‡ALLAN P. SINDLER (1954), Ph.D.
Instructor in Political Science Route 1, Hillsboro Road
- ALBERT G. SMITH (1951), M.D.
Assistant Professor of Pathology 826 Louise Circle, Poplar Apartments
- MRS. CYNTHIA JANE ALLEN SMITH (1955), B.A.
Instructor in Physical Education 1204 West Markham Avenue
- DAVID TILLERSON SMITH (1930), M.D., Litt.D.
James B. Duke Professor of Bacteriology and Associate Professor of Medicine 3437 Dover Road, Hope Valley
- †FRANK M. SMITH (1951), M.A., Captain, U. S. Air Force
Assistant Professor of Air Science 1425 Pennsylvania Avenue
- GROVER C. SMITH, JR. (1952), Ph.D.
Assistant Professor in English 1109 North Gregson Street
- HILRIE SHELTON SMITH (1931), Ph.D., D.D., Litt.D.
James B. Duke Professor of American Religious Thought 2721 Dogwood Road
- JOHN B. K. SMITH (1953), M.B., Ch.B., M.D.
Associate in Psychiatry Highlands Hospital, Asheville, N. C.
- ROBERT SIDNEY SMITH (1932), Ph.D.
Professor of Economics 2236 Cranford Road
- ‡MRS. SUSAN GOWER SMITH (1930), M.A.
Associate in Nutrition 3437 Dover Road, Hope Valley
- †WILLIAM RODGER SMYTHE, JR. (1952), Ph.D.
Instructor in Mathematics 919 Second Street
- †RAYMOND STEPHEN SORESEN (1952), M.S. in P.E.
Instructor in Physical Education 1009 Sycamore Street
- DOROTHY SPANGLER (1954), B.S., M.A.
Instructor in Physical Education 201 Faculty Apartments
- CHRISTOPHER SPENCER (1955), Ph.D.
Instructor in English 1019 Dacian Avenue
- JOSEPH JOHN SPENGLER (1934), Ph.D.
James B. Duke Professor of Economics 2240 Cranford Road
- CHARLES D. SPIELBERGER (1955), Ph.D.
Associate in Medical Psychology and Assistant Professor of Psychology 1710 Forest Road
- HERTHA D. E. SPONER (1935), Ph.D.
Professor of Physics 3309 Avon Road, Hope Valley
- DALE FISHER STANSBURY (1946), J.S.D.
Professor of Law 1008 West Trinity Avenue
- EUGENE ANSON STEAD, JR. (1947), M.D.
Florence McAlister Professor of Medicine 2122 Myrtle Drive

* Absent on leave, 1955-56.

† Absent on sabbatical leave, fall semester, 1955-56.

‡ Resigned, August 31, 1955.

- CHARLES RONALD STEPHEN (1950), M.D.C.M., D.A., R.C.P.&S.
Professor of Anesthesiology and Chief Anesthetist 1608 University Drive
- *DAVID B. STEVENS (1951), LL.B., Captain, U. S. Air Force
Assistant Professor of Air Science 2121 Sprunt Street
- HARRY R. STEVENS (1947), Ph.D.
Assistant Professor of History University Apartments
- LIONEL STEVENSON (1955), B.Litt. (Oxon.), Ph.D., F.R.S.L.
James B. Duke Professor of English 3106 Devon Road
- MRS. VERA K. STICHT (1955), B.S.
Instructor in Medical-Surgical Nursing 2117 Englewood Avenue
- † WILLIAM FRANKLIN STINESPRING (1936), Ph.D.
Professor of Old Testament 1107 Watts Street
- FREDERICK WILLIAM STOCKER (1943), M.D.
Associate Professor of Ophthalmology 1124 Forest Hills Boulevard
- *MRS. JEAN STEVENS STOCKTON (1953-54; February 1, 1955)
Instructor in Physical Education 601 Watts Street
- ‡ CARL HENRY STOLTENBERG (1951), Ph.D.
Assistant Professor of Forest Economics 2733 Dogwood Road
- ‡ PAUL CLINTON STOTTEMEYER (1953), B.S. in C.E., M.S. in Hydraulic Engineering
Assistant Professor of Civil Engineering 835 Louise Circle, Poplar Apartments
- § PETER F. STRAWSON (1955), M.A.
Visiting Professor of Philosophy 1507 West Pettigrew Street
- *DONALD W. STRASBURG (1953), Ph.D.
Instructor in Zoology and Assistant to the Director of the Duke University Marine Laboratory 857 Louise Circle, Poplar Apartments
- HOWARD AUSTIN STROBEL (1948), Ph.D.
Assistant Professor of Chemistry 1510 Woodburn Road
- WIPPERT ARNOT STUMPF (1948), Ph.D.
Associate Professor of Education 127 Pinecrest Road
- CHARLES WOODROW STYRON (1946), M.D.
Associate in Medicine 920 Williamston Drive, Raleigh, N. C.
- ROBERT BURKE SUITT (1940), M.D.
Assistant Professor of Psychiatry 215 Faculty Apartments
- ELIZABETH READ SUNDERLAND (1939-42; 1943), Ph.D.
Associate Professor of Art Box 6416, College Station
- LOUIS EARL SWANSON (1949), A.B.
Assistant Professor of Hospital Administration and Assistant Supervisor of the Hospital 2610 Shenandoah Avenue
- GEORGE HERBERT SWIFT (1954), Ph.D.
Instructor in Mathematics 514 Jackson Street
- HAYWOOD MAURICE TAYLOR (1930), Ph.D.
Associate Professor of Biochemistry and Professor of Toxicology 2620 University Drive
- ¶ MRS. ANNE VOORHIES TEAGUE (1954), A.B., M.F.A.
Instructor in Physical Education Chapel Hill, N. C.
- KENNETH JOHN THARP (1953), B.S. in C.E., M.S. in C.E.
Instructor in Civil Engineering 2610 Arcadia Street

* Resigned, August 31, 1955.

† Absent on sabbatical leave, spring semester, 1955-56.

‡ Resigned, August 31, 1956.

§ Fall Semester, 1955-56.

¶ Resigned, February 1, 1955.

JOSEPH MILLER THOMAS (1930), Ph.D. <i>Professor of Mathematics</i>	2215 Cranford Road
WALTER LEE THOMAS, JR. (1932-35; 1937-42; 1945), M.D. <i>Professor of Obstetrics and Gynecology</i>	3615 Dover Road, Hope Valley
*EDGAR TRISTRAM THOMPSON (1935), Ph.D. <i>Professor of Sociology</i>	138 Pinecrest Road
ALFRED TISCHENDORF (1955), Ph.D. <i>Instructor in History</i>	1017 Gloria Avenue
†RAYMOND P. TODD (1955), B.S.E.E., Colonel, U. S. Air Force <i>Professor of Air Science and Tactics</i>	409 Edwards Street
ELIAS TORRE (1951), M.A. <i>Assistant Professor of Romance Languages</i>	1121 Anderson Street
JAMES NARDIN TRUESDALE (1930), Ph.D. <i>Associate Professor of Greek</i>	105 Pinecrest Road
WILLIAM B. TUCKER (1954), M.D. <i>Professor of Medicine and Chief of Tuberculosis Service, Veterans Hospital</i>	Veterans Hospital
ARLIN TURNER (1953), Ph.D. <i>Professor of English</i>	1514 Woodburn Road
MRS. VIOLET HORNER TURNER (1943), M.D. <i>Assistant Professor of Obstetrics and Gynecology</i>	2106 Cole Road
RICHARD LOVEJOY TUTHILL (1953), Ed.D. <i>Professor in the Faculty of Arts and Sciences</i>	2709 Dogwood Road
MALCOLM P. TYOR (1955), M.D. <i>Associate in Medicine</i>	922 Green Street
LUELLA JANE UHRHANE (1947), R.N., M.P.H. <i>Assistant Professor of Health Education</i>	208 Faculty Apartments
‡SHIRLEY SIDNEY ULMER (1954), M.A. <i>Temporary Instructor in Political Science</i>	Men's Graduate Center
CHARLES ROWE VAIL (1939), M.S. in E.E., Ph.D. <i>Associate Professor of Electrical Engineering</i>	2730 Circle Drive
F. JOHN VERNBERG (1951), Ph.D. <i>Assistant Professor of Zoology</i>	854 Louise Circle, Poplar Apartments
DAN OTTO VIA (1955), B.D. <i>Instructor in Undergraduate Religion</i>	B-3A University Apartments
PATRICK R. VINCENT (1954), Ph.D. <i>Assistant Professor of Romance Languages</i>	1601 Bivins Street
CLEMENT VOLLMER (1926), Ph.D. <i>Professor of German</i>	1615 Waterbury Road Lakewood 7, Ohio
MRS. CHRISTA VON ROEBEL (1954), M.D. <i>Associate in Obstetrics and Gynecology</i>	2303 Pershing Street
WARREN CHASE VOSBURGH (1928), Ph.D. <i>Professor of Chemistry</i>	2319 Englewood Avenue
§ALBERT EDWARD WACKERMAN (1938), M.F. <i>Professor of Forest Utilization</i>	3610 Dover Road, Hope Valley
HALLAM WALKER (1955), Ph.D. <i>Instructor in Romance Languages</i>	1051½ Hardee Street

* Absent on leave, spring semester, 1955-56.

† Appointed, February 1, 1956.

‡ Resigned, May 31, 1955.

§ Absent on sabbatical leave, fall semester, 1955-56.

ARLEY JOHN WALTON (1948), B.S.L., D.D. <i>Associate Professor of Church Administration and Director of Field Work</i>	803 Second Street
LORING BAKER WALTON (1929), Lic. ès L., Ph.D. <i>Professor of Romance Languages</i>	2235 Cranford Road
*CALVIN LUCIAN WARD (1952), Ph.D. <i>Instructor in Zoology</i>	801 Third Street
CHARLES EUGENE WARD (1927), Ph.D. <i>Professor of English</i>	2429 Perkins Road
SETH L. WARNER (1955), M.A. <i>Research Instructor in Mathematics</i>	920 Dacian Avenue
JAMES VAUGHN WARREN (1942), M.D. <i>Professor of Medicine and Associate Professor of Physiology</i>	1406 Woodburn Road
ALBERT D. WARSHAUER (1955), M.D. <i>Assistant Professor of Anesthesiology and Chief of Anesthesiology of Durham Veterans Administration Hospital</i>	Staff Quarters, Veterans Hospital
JAMES M. WATKINS (1954), A.M. <i>Instructor in Romance Languages</i>	704 Shepherd Street
GEORGE ARCHIBALD WATSON, JR. (1950), M.D. <i>Associate in Pediatrics</i>	2018 Sunset Avenue
RICHARD LYNES WATSON, JR. (1939), Ph.D. <i>Associate Professor of History</i>	109 Pinecrest Road
VERNON ELGIN WAY (1930), A.M., M.A. <i>Associate Professor of Greek</i>	918 Urban Avenue
HENRY WEITZ (1950), Ed.D. <i>Associate Professor of Education</i>	2716 Circle Drive
*PAUL WELSH (1948), Ph.D. <i>Assistant Professor of Philosophy</i>	102 Faculty Apartments
JOSEPH CABLE WETHERBY (1947), M.A. <i>Assistant Professor of English</i>	2306 Prince Street
†K. C. WHEARE (1955) <i>Visiting Professor of Political Science</i>	919 Urban Avenue
‡MRS. SHIRLEY BLUE WHITAKER (1954), A.M. <i>Instructor in Romance Languages</i>	Faculty Apartments
§MRS. MARIE ANNE UPDIKE WHITE (1930), A.M. <i>Associate Professor of English</i>	107 Pinecrest Road
†ANDREW G. WHITESIDE (1954), Ph.D. <i>Instructor in History</i>	1102 North Duke Street
MRS. EUGENIA REMLIN WHITRIDGE (1947), Ph.D. <i>Assistant Professor of Sociology</i>	Cornwallis Road
GEORGE A. WICKES (1954), Ph.D. <i>Instructor in English</i>	907 Shepherd Street
RUTH JANET WIEN (1949), M.S. <i>Assistant Professor of Social Service</i>	1412 North Duke Street
KARL MILTON WILBUR (1946), Ph.D. <i>Professor of Zoology</i>	2404 Bruton Road

* Absent on leave, 1955-56.

† Spring semester, 1955-56.

‡ Resigned, August 31, 1955.

§ Absent on sabbatical leave, spring semester, 1955-56.

- LESLIE CLIFFORD WILBUR (1949), M.S.
Assistant Professor of Mechanical Engineering Route 3, Hillsboro, N. C.
- PELHAM WILDER, JR. (1949), Ph.D.
Assistant Professor of Chemistry 2525 Glendale Avenue
- *ANNETTE VEVA WILLCOX (1954), A.M.
Instructor in Mathematics Bellaire Apartments, Pratt Street
- MRS. HILDA POPE WILLETT (1948), Ph.D.
Associate Professor of Bacteriology 1953 Clark Avenue, Cameron Village
 Raleigh, North Carolina
- JAMES WESLEY WILLIAMS (1937), A.B., B.S. in C.E., M.S.
Associate Professor of Civil Engineering 206 Swift Avenue
- WALLACE LEON WILLIAMS (1955), B.E.E.
Instructor in Electrical Engineering 921 Exum Street
- ROBERT MARSHALL WILLIAMSON (1951), Ph.D.
Assistant Professor of Physics 20 Meadowbrook Drive
- FREDERICK ELIPHAZ WILSON (1923), A.M.
Associate Professor of German 1020 Demerius Street
- †JENNET MAE WILSON (1952), R.N., B.S.
Instructor in Obstetrics 402 Buchanan Boulevard
- KELLOGG VAN WILSON (1955), Ph.D.
Assistant Professor of Psychology 2515 Roxboro Road
- ROBERT RENBERT WILSON (1925), Ph.D., LL.D.
Professor of Political Science 717 Anderson Street
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Instructor in Nursing Arts 1420 Broad Street
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Associate Professor of Psychiatry 2604 Hillandale Road
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Assistant Professor of Russian Language and Literature 113 Pinecrest Road
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Assistant Professor of Music 8 Duke University Apartments
- BARNES WOODHALL (1937-43; 1945), M.D.
Professor of Neurosurgery 4006 Dover Road, Hope Valley
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Visiting Lecturer in English 1308 West Markham Avenue
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*Associate in Hospital Administration and
 Assistant Superintendent of the Hospital* Route 3, Durham, N. C.
- *WARREN GRICE YATES (1949), A.M.
Instructor in German 409 Carver Street

* Resigned, August 31, 1955.

† Resigned, September 16, 1955.

‡ Resigned, December 31, 1955.

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Assistant Professor of Nursing 918 Monmouth Avenue

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* June 1, 1956 to May 1, 1957.

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* Resigned, June 1, 1955.

† Resigned, August 31, 1955.

‡ Resigned, March 1, 1955.

§ Resigned, May 31, 1955.

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* Resigned, May 31, 1955.

† Resigned, August 31, 1955.

‡ Died, February 9, 1956.

§ Absent on sabbatical leave, 1955-56.

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Physical Education, Trinity College

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- JAMES ROBERT BLY (1949), M.S.
Assistant Professor of Physical Education; Coach of Soccer; Director, Intramural Athletics 2001 Ruffin Street
- HAROLD L. BRADLEY (1950), B.S.
Assistant Professor of Physical Education; Coach of Basketball 1903 Washington Street
- ALBERT GEORGE BUEHLER (1955), B.A., M.A.
Instructor in Physical Education; Coach of Cross Country; Assistant Track Coach 907 Lambeth Circle
- HERSCHEL AMOS CALDWELL (1930)
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Assistant Professor of Physical Education; Assistant Coach of Football; Coach of Varsity Tennis 1826 Guess Road
- ANTHONY CHARLES DRAGO, B.S. in P.E.
Instructor in Physical Education; Assistant Coach of Basketball 1305 Carroll Street
- CARMEN M. FALCONE (1946), M.A.
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- ELLIS P. HAGLER (1936)
Coach of Varsity Golf; Assistant Coach of Football 220 Forest Wood Drive
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Business Manager of Athletics Pickett Road
- ROBERT JOHN MONTFORT (1940), B.A.
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* Resigned, August 31, 1955.

WILLIAM D. MURRAY (1951), A.B. <i>Head Coach of Football</i>	2106 Myrtle Drive
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† Resigned, June 15, 1955.

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Bibliographer Box 6894, College Station
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UNDERGRADUATE INSTRUCTION

TRINITY COLLEGE

THE WOMAN'S COLLEGE

THE COLLEGE OF ENGINEERING

The Undergraduate Colleges



The three colleges exist as parts of a university community in which the student has full opportunity to take part. They have a unique role in this community as the centers of individual education for undergraduates, but as members of the University the colleges share in the extensive facilities of laboratory and field work, superior physical equipment, great libraries, and able faculties which only a major university can provide. They share the same campuses with the Graduate School of Arts and Sciences, the Law School, the Medical and Nursing Schools, the Divinity School, the School of Forestry, and the Duke Hospital. A wide range of activities, religious, intellectual, cultural, social, and athletic, is open to the entire University community. At the same time there are other activities and organizations designed specifically for members of each undergraduate college. The student may thus enjoy both the activities and the atmosphere of a small college and the broader facilities and challenges provided by the existence of a university community.

Although the three colleges have separate identities, they are closely inter-related. Students of Trinity College and the College of Engineering live in the same dormitories, belong to the same fraternities, hold membership in the same student government association, attend classes in the same buildings. The College of Engineering provides for the specialized interests of its students by offering training in technical fields. At the same time it recognizes the importance of the study of the humanities because it realizes that the engineer has definite responsibilities as a citizen and that these responsibilities cannot be properly stressed in the purely technical curricula. Engineering students, therefore, participate in the academic and extra-curricular life of the liberal arts college as well as in the training and campus activities peculiar to their own college.

As one of the colleges within the University system the Woman's College shares the advantages of the wider community, and yet it offers to its students the special opportunities which belong to a separate woman's college. Women students receive training in leadership by administering their own organizations and by participating in community projects. At the same time they have the stimulus which comes from co-educational classes and from the experience of working with men of other colleges in campus activities.

Duke University is concerned with developing the whole man. In its classrooms, libraries, and laboratories it is concerned with his mental and moral development, in its gymnasiums and on its playing fields, with his physical growth, and in its Chapel and religious program, with his spiritual well being. Although it has always been closely associated with the Methodist Church, Duke welcomes students of all faiths and encourages them to develop their spiritual lives in accordance with the tenets of their own creeds. The need of training for specialized professions and employments is recognized, but such training is incidental to a larger purpose. Through the variety of the subject matter, the insistence on a common core of fundamental courses, and an emphasis on a more intensive study of some selected subject, the colleges seek to give their students a knowledge and appreciation of the culture of the Western World and at the same time to provide a foundation for careers in business and the professions.

Whether in the classroom or on the campus the emphasis is on the individual. To this end, classes are kept small in size and close contact between professor and student is encouraged. Instructors, counsellors, advisers, and administrative officers are interested in the student as a person. In turn the student is expected to accept the responsibility of contributing to his own development, to his college, and to his university. The relationship of mutual service between the individual student and his college is designed to develop men of intelligence, integrity, and culture. From this relationship there has grown through a century and more a sense of achievement and high competence that enables Duke men and women to make their place in the world as effective citizens whatever their careers may be.

Admission to the Colleges



CANDIDATES may qualify for admission as members of the freshman class or as students with advanced standing. Since the enrollment is limited, the Committee on Admissions selects students who, in its judgment, are best qualified to benefit from the educational advantages which the colleges offer. The Committee bases its decision on the academic record of the candidate, on test scores, and on satisfactory evidence of good character and general fitness for college life at Duke. A visit to the campus for a personal interview with an officer of the University is of material benefit to the candidate and the Committee.

ADMISSION TO THE FRESHMAN CLASS: A candidate for admission to the freshman class must present at least fifteen acceptable units of secondary school credit.

For admission to Trinity College and the Woman's College twelve of the fifteen units must be in English, foreign language, history* and social studies, mathematics, and science. They must include three units in English, one unit in algebra, and one unit in plane geometry. The three remaining units are elective and may be selected from those subjects for which the school allows credit toward graduation; but it is recommended that they also be selected from the five subject fields listed above.

For admission to the College of Engineering seven of the fifteen units must be in English (3 units), chemistry or physics (1 unit), algebra (2 units), and plane geometry (1 unit). The remaining eight units are elective. At least five of them must be in English, foreign language, history and social studies, mathematics, and science. It is recommended that these five units be chosen from the following list:

English (in addition to the required 3 units).....	1 unit
Algebra (in addition to the required 2 units)	1/2 to 1 1/2 units
Trigonometry	1/2 unit
Solid Geometry	1/2 unit
Biology or chemistry or physics (in addition to the required unit) ..	1 to 3 units
Foreign language	1 to 4 units
†History and social studies.....	1 to 4 units

The three additional units needed to make the total of fifteen may be selected from those subjects for which the school allows credit

* Candidates who do not present two acceptable units of history must take history in college.

† Engineering candidates who do not present at least one acceptable unit of history must take history in college.

toward graduation; but it is recommended that they also be chosen from the above list.

A graduate of an accredited secondary school who submits fifteen acceptable units of credit, who is recommended by his school principal, and who in all other respects meets the requirements of the Committee on Admissions may be admitted without examination. A candidate whose graduation is from a non-accredited school or about whom there may arise any other question as to qualification for admission may be required to take entrance examinations or such other tests as the Committee on Admissions may prescribe.

It is recommended that all candidates for admission to the freshman class take the Scholastic Aptitude Test of the College Entrance Examination Board or a similar program of tests administered on the Duke campus by the Duke University Bureau of Testing and Guidance. Details of the procedure to be followed in applying for either of these testing programs will be sent to each candidate for admission.

ADMISSION TO ADVANCED STANDING: A candidate for admission to advanced standing must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official transcripts of all work completed in other institutions, and must have an honorable dismissal from each institution previously attended. Advanced standing candidates who have previously taken the Scholastic Aptitude Test of the College Entrance Examination Board should request the Board to send a report of their test scores to the Director of Admissions. All others are advised to take the Scholastic Aptitude Test or the program of tests administered by the Duke University Bureau of Testing and Guidance, as recommended for freshman candidates.

Credit for work completed at other institutions will be determined in relation to the curriculum requirements of the college in which the student enrolls at Duke.

A student who transfers with advanced standing to Trinity College or the Woman's College from a junior college or from a four-year college not affiliated with a regional accrediting association must continue, for at least one semester in Trinity College or in the Woman's College, the foreign language he or she presents for minimum graduation requirements. Credit for courses in science offered for advanced standing in any of the undergraduate colleges by a transfer from a junior college or a non-affiliated four-year college will be determined by the departments concerned.

Transfer credits are tentatively evaluated pending the completion of two semesters of work in residence. To validate provisional credits the student must earn at least an average of C in a normal load of work. Transfer credit, in which grades of C or above have been earned, is rated at two quality points per semester hour when validated.

Courses in which grades of less than C have been earned are not acceptable for transfer credit.

The maximum amount of credit acceptable from a junior college is 60 semester hours, exclusive of physical education. No credit is given for work completed by correspondence, and credit for no more than six semester hours is allowed for extension courses. Any extension work accepted must be specifically approved by the dean of the college to which the student seeks admission.

ADMISSION OF SPECIAL STUDENTS: Upon the approval of the dean, students of mature age may be admitted for special work in such courses of instruction as they are qualified to take. They may not be admitted as candidates for a degree in a regular course unless they meet all normal requirements for admission.

ADMISSION PROCEDURE: Application for admission should be made to the Registrar, Duke University, Durham, North Carolina. Application forms and instructions will be sent to the candidate. It is the responsibility of the candidate to see that these forms are properly executed and, together with other requested material, sent promptly to the Office of Admissions.

Application prior to the final year of the secondary school course is not required. Formal steps looking toward admission should be initiated, however, early in the senior year and not later than February 1. Candidates for admission are requested to file all credentials by March 1. Candidates for admission to the Woman's College normally will receive notification of the decision of the Committee on Admissions between April 15 and May 1. Candidates for admission to Trinity College and the College of Engineering will be notified as decisions are made.

READMISSION OF FORMER STUDENTS: A student who, following withdrawal from college, desires to return should apply to the Registrar. When applying for readmission the student should make a detailed statement of his or her activities since leaving Duke University.

Financial Information and Living Accommodations



FEES paid by the students cover only a part of the cost of their instruction and of the operations of the University. Income from endowment and contributions from the alumni, alumnae, and other public-spirited men and women meet the balance, which constitutes more than half the total cost.

Fees

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. A room reservation deposit of \$25.00 is also required. After a room is reserved, the deposit will not be refunded to accepted applicants who fail to enter the University. A tuition fee of \$225.00 and a general fee of \$75.00 are payable at the beginning of each semester. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc. Special fees for instruction in Applied Music are listed on page 111.

An advance deposit of \$25.00 is required of all students in residence at the time of spring registration in order to reserve a place in classes for the fall semester. This is applied toward payment of the general fee at the opening of the fall semester. The deposit will be refunded to students whom the University does not permit to return. Students who of their own volition fail to return are not entitled to a refund.

An advance deposit of \$25.00 is also required of old students who have been out of school for one or more semesters and have been accepted for readmission. It is applied toward payment of the general fee for the semester of readmission. The advance deposit is paid at the time of notification of acceptance and is not refundable.

An Air Force ROTC deposit of \$20.00 is required of students enrolling in Air Science to cover possible loss of military equipment issued to them. This deposit is refunded to the student upon return of issued equipment.

Refunds of tuition and other fees are made to students who withdraw within fourteen days after the beginning of the semester, with the exception of the advance deposits listed above. On and after the fifteenth day no refunds of fees are made. Stipulations governing the refunding of the \$25.00 room deposit are explained in the sections on Living Accommodations.

Students who register during the regular academic year for no more than two courses with a maximum credit of 8 semester hours are classified as special students. They are charged a registration fee of \$5.00 for each course, and \$15.00 for each semester hour of course credit. Students taking nine or more hours are charged full fees.

Auditors are permitted to attend classes provided they secure the consent of the instructor. They submit no daily work, take no examinations, and receive no credit. Students taking a full program and paying full fees may audit one or more courses without charge. Students not paying full fees are charged \$10.00 for each course each semester.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's Office reports an unpaid account.

Students may have their bills sent to parents or guardians provided the Treasurer has been notified in writing with sufficient antecedence. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until his account is settled in full; subsequent withdrawal does not entitle him to a refund. No student is considered by the Faculty as a candidate for graduation until he has settled with the Treasurer for all his indebtedness to the University. A student who has not settled all his bills with the Treasurer is not allowed to stand the final examinations of the academic year.

Estimated Expenses for an Academic Year

Incidental expenses depend upon the tastes and habits of the individual, but the estimated necessary expenses for an academic year are as follows:

	<i>Low</i>	<i>Moderate</i>	<i>Liberal</i>
Tuition	\$ 450.00	\$ 450.00	\$ 450.00
General Fee	150.00	150.00	150.00
Room Rent	175.00	175.00	225.00
Board	425.00	475.00	525.00
Laundry	30.00	40.00	50.00
Books	30.00	40.00	50.00
	<u>\$1260.00</u>	<u>\$1330.00</u>	<u>\$1450.00</u>

The actual fees and expenses necessary for one year in residence as a student in Trinity College or the College of Engineering can be met with \$1260.00.

Student Aid

Duke University is interested in students with ability and ambition. It is the aim of the University Scholarship Committee and others affiliated with the Student Aid Program to provide, insofar as possible, the financial assistance required by worthy students. This assistance

takes various forms. The actual cost to the University for each student is more than twice the amount received from the student. The deficit is paid out of contributions and income from endowment. Scholarships and prizes enable students with inadequate resources to reduce the amount payable to the University. Loans are made available, and through the Student Employment Offices part-time jobs are arranged. Through the Student Aid Program an earnest effort is made to eliminate the economic status of the student as a criterion for admission.

Scholarships

Scholarships intended to aid needy and deserving students have been established from time to time by persons deeply interested both in Duke University and in the members of its student body. Scholarship endowments are held in trust and are kept separate from other holdings of the University. All income is applied in accordance with the terms of the gift or bequest.

Scholarships are awarded annually by a committee of the Faculty appointed by the President of the University. In some cases donors have specified certain limitations and conditions, but in all cases final award is made by the University Scholarship Committee.

Candidates for competitive scholarship prizes should initiate applications during the fall semester of the senior year of study in secondary school. Instructions concerning the specific requirements and deadline dates will accompany the application materials sent to applicants for these awards.

Candidates for remissions of tuition and scholarship grants should submit applications by April 15 of the year prior to the academic year in which assistance is sought.

All applications for scholarship prizes, scholarship grants, Industry scholarships or remissions of tuition should be addressed to the Registrar, Duke University, Durham, North Carolina.

Details relative to scholarship prizes, industry scholarships, remissions of tuition, athletic awards, and scholarship grants are given in the *Bulletin of Undergraduate Instruction*.

Loans

A number of loan funds have been established for the benefit of the students of Duke University. The most important and largest is the Angier B. Duke Memorial Student Loan Fund, which is administered through an advisory committee of officers of the University. The amount available to be loaned depends upon the income from investments and on the amount repaid on loans previously made to students. The same committee of officers administers the other endowed loan funds of the University.

The committee in approving loans selects those students who, from the standpoint of character, scholastic attainment, personality and degree of financial need, are deserving of consideration.

The following regulations govern the operation of the loan fund program:

1. No loan will be made to a student who violates any of the regulations of the University or whose academic record is not satisfactory to the faculty.

2. As a general policy, a student must have spent one semester in residence before he is eligible to apply for a loan. During this period the loan committee will have an opportunity to acquaint itself with the worth and need of the individual applicants.

3. Loans will be made only to students who are taking approved courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

4. Every applicant for a loan must give the names of three references who will be approached by the student Loan Office. Statements from these references must have been received and made a part of the file before any money will be advanced. None of these references may be a member of a borrower's family.

5. Long term loans are customarily made to defray only the expenses incurred for tuition, fees, or room rent.

6. Interest on long-term student loans accrues at the rate of 1% from the date of each note and is payable during or before the week prior to the graduation exercise of each of the school years during which the borrower is enrolled at Duke University. After the student leaves the University permanently, the interest rate rises to 3% for the five year period required for payment. Any notes unpaid at the end of this five year period will bear interest at the rate of 6% until they are paid in full.

An extension of two years at the 1% interest rate is granted to those borrowers receiving a degree of Doctor of Medicine at Duke University. This extension covers the two year internship required of all medical students. An extension at the 1% interest rate is also granted to those borrowers who continue their study in other institutions of higher learning. Proper proof of residence must be submitted annually to the Student Loan Office. Extensions of this sort will be renewed from year to year and the maximum period of extension will depend upon particular circumstance of each student.

7. Applications for loans should be made to the Loan Committee, Office of the Secretary, Duke University. A formal application for loan assistance may be made only on forms furnished in the Secretary's Office during the first week of each semester. The granting or withholding of a loan is a matter entirely within the discretion of the loan committee. A student is expected to use all other possible means

of securing financial assistance before applying for aid from the Loan Fund.

Loan funds available to undergraduates are listed in the *Bulletin of Undergraduate Instruction*.

Student Employment

Student employment offices are maintained to serve students who need part-time jobs. There are many opportunities both on the campus and in the city of Durham, and a considerable number of students each year help defray their college expenses by working.

Students may make application for part-time employment only after they have completed an application for admission and notification of acceptance has been given. The job application should be by letter prior to the reporting date for entrance, and a detailed job application form must be completed at the time of arrival at Duke University.

Those students in Trinity College and the College of Engineering in need of such employment may apply to Mr. J. M. Dozier, 217 Allen Building, West Campus. Students in the Woman's College should apply to the Assistant Dean of Undergraduate Women, 108 East Duke Building, East Campus.

Living Accommodations for Men

Craven, Crowell, Few, and Kilgo Quadrangles on the West Campus are reserved for undergraduate men. These quadrangles contain thirty-three Houses designated by letters of the alphabet from House A through House HH.

Beds and mattresses (39" x 74"), tables, chairs, dressers, mirrors, and window shades are furnished by the University. The student supplies linens, blankets and pillows. Rugs, if desired, are not to exceed 54 square feet in size.

Duke University desires to provide for its students a residential environment conducive to academic achievement, the development of high ideals, and sound character. The institution asks and believes that each student will cooperate in achieving these aims by arranging his personal belongings in an orderly manner, by caring for the buildings and furniture as he would do in his own home, and by observing a code based on gentlemanly behavior in an educational environment which demands respect for all residents. Regulations governing the occupancy of rooms will be supplied directly from the Housing Bureau when room reservations are made. Occupants are expected to abide by these regulations.

Living Accommodations for Women

Undergraduate women are required to live in Woman's College residence houses unless they are married or are living with parents or close relatives in the City. Under special circumstances, in the case of a mature student, the Dean may make an exception.

A counselor, who is a member of the Dean's staff, lives in each dormitory. She serves as adviser to individual students and, in co-operation with the student House Council, is responsible for the administration of the house.

The eight dormitories are alike in their organization. All four classes have full representation in each, approximately 30 spaces being reserved in each one for freshmen. Five of the dormitories, Alspaugh, Bassett, Brown, Giles, and Pegram, have both single and double rooms. Southgate and Jarvis have no single rooms, and Aycock has only a few.

Rooms are rented for the full school year, unless special arrangements are made in advance with the Dean of Undergraduate Women, but payment may be made by semester. Each occupant of a double room is charged \$200.00 for the school year or \$100.00 per semester; the occupant of a single room, \$250.00 for the school year or \$125.00 per semester. Normally the rent for a shorter period of occupancy than a semester is \$1.00 per day with a minimum charge of \$25.00.

Room reservations are made with the Woman's College Housing Bureau. An applicant who has been officially accepted as a resident student may reserve a dormitory room by paying a room deposit of \$25.00. If this deposit is not made within ten days after she is notified of her acceptance, her admission is cancelled. The initial room deposit is effective for the entire college course of the student whose attendance during regular terms is continuous. This deposit will be refunded to resident students under the following conditions:

- a. Within thirty days after the student has been graduated.
- b. Upon the student's withdrawal from the University, provided written notice is received in the Housing Bureau by August 1, for cancellation of a reservation for the fall semester; and not later than January 15, for cancellation of a reservation for the spring semester.
- c. When the reasons requiring withdrawal are beyond the student's control.

No refund is made until the occupant has checked out of her room through the Housing Bureau and has settled all of her accounts with the Treasurer.

Dormitory rooms are reserved by upperclass students in accordance with the plan that is published during the school year. All rooms that have not been reserved on or before the announced date will be

considered vacant for the succeeding semester and will be assigned to others.

After a student has engaged a room, she is not permitted to move to another without the consent of the Woman's College Housing Bureau. A student leaving one room and occupying another without permission may be charged for both rooms for the entire semester. No student is allowed to rent or sublet her room to another occupant.

The Woman's College Housing Bureau selects a roommate for the new student who is assigned to a double room but has made no arrangements for a roommate. After a student has been in residence for one semester, however, she is responsible for obtaining and keeping a roommate if she continues to occupy a double room. If a student occupying a double room does not obtain a roommate within the time required—approximately two weeks after the beginning of the semester—she may be required to pay the rental consideration for the whole room.

Rooms are equipped with only the principal articles of furniture. The student provides her own linens, blankets, pillows, bedspreads, curtains, and lamps. She may supply additional articles such as scatter rugs and small tables or bookcases; but large rugs or overstuffed furniture, which make cleaning difficult, are prohibited.

Dining Service

The dining facilities on the West Campus include three cafeterias with multiple-choice menus, and the Oak Room where full meals and *a la carte* items are served. The cost for the academic year ranges from \$400.00 to \$500.00 depending on the tastes of the individual. On the East Campus dining halls are located in the Union and in Southgate. Resident women may not board elsewhere than at these halls. The charge for board is \$200.00 per semester, payable at the time of registration.

In the Men's Graduate Center there is a cafeteria with multiple choice menus and a Coffee Lounge where sodas and sandwiches are served from 11:30 A.M. to 11:00 P.M. The prices in these dining rooms are the same as on the West Campus.

It is hoped that present rates may be maintained. Charges, however, are necessarily dependent on costs of labor, foods, and materials, and some adjustment may be necessary.

Due to the large number of those served in the dining halls, it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Libraries



THE UNIVERSITY LIBRARIES, with 1,198,727 volumes and 1,550,000 manuscripts, provide exceptional resources and facilities for study and research by undergraduate and graduate students, and by visiting scholars. Between 40,000 and 50,000 volumes are added annually, and 71 foreign and domestic newspapers and 4,000 periodicals are received currently. A large collection of microfilms of rare books, newspapers, and periodicals is available.

A Chemistry library (16,489 volumes), Physics-Mathematics library (17,741), and Biology-Forestry library (53,343) are housed for convenience of use in the buildings of these departments. The libraries of the Schools of Divinity (71,803), Law (105,316), Medicine (58,384) and of the College of Engineering (22,997), are also shelved in the buildings of these schools, all on the West Campus.

The General Library, centrally located on the West Campus, has 747,935 volumes in all other fields. It is the principle working and research collection for students in the humanities and social sciences. The collection has been developed with care to support the work of the undergraduate curriculum and the more specialized needs of graduate and post-doctoral research. Basic collections of source materials are supported by the important publications of criticism and discussion. There are large collections of general periodicals, of the publications of European Academies, and of public documents of state, federal, and foreign governments, and international organizations. The newspaper collection (about 13,000 volumes and 4,832 rolls of microfilm) is particularly strong in papers from the states of the Atlantic seaboard, both North and South, with extensive holdings of Ante-bellum and Civil War papers of North Carolina, South Carolina, and Virginia.

The manuscript collections, relating chiefly to the South Atlantic region with particular strength in the Confederate period, is most extensive in the field of history, but it contains important source material on all phases of social and economic life as well as politics. There are groups of manuscripts in American and British literature, with a notable Walt Whitman collection, and a number of important mediaeval manuscripts, chiefly lectionaries and copies of the New Testament. Among many special collections of note are the Guido Mazzoni library of Italian and comparative literature, the Lanson Collection of French literature, Goethe and Dante collections, collections on Brazil, Peru, Ecuador, and the Philippines, the Holl Church history

library, eighteenth-century English poetry and prose, a Socialist collection, the Arents tobacco collection, the Thomas collection of books on Chinese history and culture, the George Washington Flowers Collection of manuscripts, books, newspapers, and pamphlets dealing with all phases of Southern history, and the Trent collection of Walt Whitman books and manuscripts.

The General Library building, which was modernized and enlarged in 1949, contains many special features which contribute to the preservation of material and facilitate their use by students and research workers. The book stacks, manuscripts, and rare book storage and reading rooms are air-conditioned. Two hundred and fifty carrels, some completely enclosed, are available in the stacks as places of study for graduate students. Graduates and advanced students are permitted access to the stacks upon application. On the ground floor are a newspaper reading room with a battery of microfilm reading machines and a microphotography laboratory with facilities for reproducing printed and other material. On the same floor are the manuscripts reading room and storage area. The first floor has periodical, graduate, and undergraduate reading rooms, the latter opening into an attractively furnished small library for recreational reading. In the north wing is the rare book reading room, with adjoining special collections rooms and storage stacks. The second floor houses the general reference and reading room, the circulation department and Main Loan Desk, and the Public Card Catalog, a union catalog of books in all the University libraries. There is also a catalog of the library of the University of North Carolina at Chapel Hill, whose books are available through inter-library loan.

On the East Campus, the Woman's College Library, in its attractive Georgian building, contains 104,719 volumes in an open stack collection, chiefly those most constantly needed in the undergraduate work of women students. A reference and general reading room, the Thomas Memorial Room, and the Booklovers' Room with open shelves of books for general reading, provide comfortable and attractive space for reading and study.

A "Student's Guide to the General Library" is available on request addressed to the Librarian of the University.

Reserve Officers Training Corps



THROUGH the Naval and Air Force Reserve Officers Training program the University is cooperating with the Department of Defense in the effort to provide a steady supply of well-educated officers for the active and reserve forces of the Nation.

The Bureau of Testing and Guidance



THE UNIVERSITY maintains a Bureau of Testing and Guidance which provides a centralized program of educational, vocational, and personal counseling for students. In addition, the Bureau administers special group testing programs for University schools and departments and serves as the local testing center for a wide variety of national testing programs. The Bureau also carries on programs of research in the field of measurement and counseling. Although the counseling, testing, and research services of the Bureau are designed primarily to meet the needs of the students, the faculty, and the staff of Duke University, these services are made available to individuals and organizations outside the University as its facilities permit. Requests for further information should be addressed to the Director, Bureau of Testing and Guidance, Duke University, Durham, N. C.

Appointments Office



THE APPOINTMENTS OFFICE is a service agency designed to aid graduates in solving the problem of post-college employment. Its primary function is to serve as an intermediary between students and prospective employers. It acquaints students with possibilities in business and professional fields; it assembles comprehensive records on each registrant and makes these records available to appropriate representatives; and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. On occasion additional information of a specialized nature is secured. Confidential letters of recommendation are incorporated in the file of each registrant. The Office initiates contacts for students or cooperates with students who make contacts through personal efforts or through various departments of the University. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest.

There are two major divisions of the Office: the Commercial Division, which handles all matters involving contacts with business and professional areas not related to formal education; and the Educational Division, which concerns itself with teaching and school administration positions at all levels. Students and alumni may register with either or both of these divisions.

The Office receives more calls for qualified personnel than it can supply from its registrants. It is to the mutual advantage of the students and the Office that a complete record of registrants be assembled by the fall of the senior year.

The Summer Session



THE SUMMER SESSION at Duke University makes available to Duke undergraduate students and to undergraduates from other universities and colleges a notable program of instruction in many fields of knowledge both academic and professional.

Undergraduates in Duke University who desire to accelerate their programs may complete the work for a degree in three years by attending two and one-half summer sessions.

Undergraduates from other colleges and universities may enjoy the special advantages of summer instruction at Duke and transfer their earned credits to their own institutions.

The Summer Session of 1956, will include two terms: Term I, June 12 to July 17; Term II, July 19 to August 23. By attending both terms it is possible for a student to earn as many as twelve semester hours of credit.

Instruction of interest to undergraduates will be offered in the summer of 1956 in the following departments and colleges: Botany; Chemistry; Economics; Education; Nursing Education; Engineering; English; Forestry; French; Geology; German; Greek; Health and Physical Education; History; Latin and Roman Studies; Mathematics; Philosophy; Physics; Political Science; Psychology; Religion; Sociology; Spanish; and Zoology.

Distinctive features of Summer Session instruction are provided by the program in marine biology offered at the Duke Marine Laboratory, Beaufort, North Carolina, and by various conferences in several of the Departments.

While the basic purpose of the Summer Session is to serve the academic and the professional requirements of those who are interested in their own educational advancement, the University recognizes the need of, and provides for, a varied recreation program both athletic and social.

Undergraduates of Duke University both men and women who plan to attend the Summer Session should enroll with the Dean of their own college in Duke University. Undergraduates in other universities or colleges who seek transfer credits should apply directly to the Director of the Summer Session, Duke University, Durham, North Carolina.

Registration and Academic Regulations



ORIENTATION PROGRAM: All freshmen and transfer students are required to participate in the activities of Orientation Week. The program includes general ability, achievement, and placement tests, orientation lectures, physical examinations, social events, special religious services, registration, and enrollment.

The University considers the planning of a course of study to be of primary importance. Perhaps the most significant moments of Orientation Week, therefore, are those which a new student spends with his faculty adviser. With the results of the several tests which all freshmen take available to them, the adviser and the student plan a course of study adapted to the ability, achievements, and goals of the individual student. New students who miss the whole or a part of the Orientation Program place themselves at a serious disadvantage at the very outset of their college career.

MATRICULATION AND REGISTRATION: Students in residence are required to submit to the appropriate dean, not later than the date of the spring registration, cards showing their selection of courses for the following years. An advance deposit of \$25.00 is required before the card may be submitted. These cards, approved by the dean, are filed for permanent record in the dean's office. Students who do not select their courses for the following year at the time appointed must pay a fee of \$5.00 to the Treasurer of the University before their course cards may be approved for the fall. Students whose course cards have been approved in the spring may matriculate by mail during the summer. The same regulations, with the exception of the advance deposit, apply to registration for the spring semester.

Students who register in either semester at a date later than that prescribed in the calendar of the Bulletin must pay to the Treasurer a fee of \$5.00. They are counted as absent in the work they have missed in the courses to which they are admitted, and these absences carry the same penalty as do other absences from the course. Changes in courses for reasons not arising within the University require a payment of \$1.00 for each change made. No course may be elected later than one week after the opening of the semester, and no student may be admitted to any class without an official enrollment.

General Academic Regulations

QUANTITY CREDIT AND COURSE LOAD: The term of credit used is the semester hour which signifies one recitation a week throughout the semester. Two or three hours of laboratory work are equivalent to one hour of class work. Two semesters of seventeen weeks each constitute the academic year. For the degree of Bachelor of Arts or Bachelor of Science, credit for 124 semester hours is required; for a degree in Engineering, 148 semester hours.

The normal load of an undergraduate student in the Colleges of Arts and Sciences is five academic courses totaling 14 to 17 semester hours. The maximum number permitted is 19 semester hours, exclusive of physical education. In the College of Engineering the normal load is 18 semester hours exclusive of physical education. No student is permitted to take less than 14 semester hours of work without special permission from the dean or to take more than the normal load of work unless his average grade in the preceding semester is higher than C.

QUALITY CREDIT: The requirements for the degree are computed in semester hours and in quality points. Quality points are determined by grades as follows: for an A, four quality points for each semester hour; for a B, three quality points for each semester hour; for a C, two quality points for each semester hour; for a D, one quality point for each semester hour; for an F, no quality points. Credit for at least 248 quality points is required for the degree of Bachelor of Arts or Bachelor of Science, and at least 296 quality points for a degree in Engineering.

REQUIREMENTS FOR CONTINUATION IN COLLEGE AND FOR GRADUATION FROM COLLEGE: To continue in college and to graduate, students must, in addition to the requirements listed elsewhere in this Bulletin, pass a minimum number of semester hours, achieve a specified quality point ratio, and in the case of graduation earn a minimum number of quality points. The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours carried (not semester hours passed). These requirements are listed in the following table:

For continuation from	The minimum requirement is
The first to the second year	18 s.h. credit and a q.p.r. of 1.2
The second to the third year	42 s.h. credit and a q.p.r. of 1.4
The third to the fourth year	66 s.h. credit and a q.p.r. of 1.6
The fourth to the fifth year, if needed	90 s.h. credit and a q.p.r. of 1.75
For graduation from	The minimum requirement is
Trinity and the Woman's College	124 s.h., 248 q.p. and a q.p.r. of 1.9
The College of Engineering	148 s.h., 296 q.p. and a q.p.r. of 1.9

Students of the senior class, irrespective of their average grade in preceding years, must, in order to be eligible for graduation, complete the work of their senior year with a minimum average grade of C. In the case of engineers the C average requirement applies not only to all courses taken in their last year but also to work specified for the senior year in their particular Engineering curriculum.

The minimum standards for continuation in the College of Engineering are the same as those listed above but since the semester hour requirement for graduation in Engineering exceeds the requirement of the liberal arts colleges the standards may be adjusted to meet the special requirement of the college. Moreover, application of these standards is based on the courses required in the Engineering curriculum.

In addition to the qualitative standards listed above students must pass a minimum number of hours each semester. Freshmen must pass at least 6 semester hours of work in their first semester and 18 semester hours in their first year; all other students must pass at least 9 semester hours each semester. The University may require a student whose record is considered unsatisfactory to withdraw, although he has met the minimum requirements set forth in this paragraph.

Reports on proficiency in academic work are sent to parents or guardians after the examinations at the end of each semester. In addition, reports on freshmen are mailed at each mid-semester period.

CLASS STANDING: In the Colleges of Arts and Sciences students to rank as sophomores must have to their credit at least 26 semester hours and 52 quality points; as juniors, at least 56 semester hours and 112 quality points; and as seniors, at least 90 semester hours and a quality point ratio of 1.75. In the College of Engineering to be classified as a sophomore they must have to their credit at least 30 semester hours and 60 quality points and must have passed certain specially designated courses of the freshman engineering curriculum; to be classified as a junior they must have at least 68 semester hours and 136 quality points and must have passed certain specially designated courses of the sophomore departmental engineering curriculum; and to be classified as a senior they must have at least 106 semester hours and a quality point ratio of 1.75 and must have passed certain specially designated courses of the junior departmental engineering curriculum.

In the Colleges of Arts and Sciences seniors may not take for graduation credit any course open primarily to freshmen; and juniors may not take for graduation credit more than one course open primarily to freshmen. A list of these courses is published in this Bulletin under "Courses of Instruction."

Seniors who lack not more than 9 hours at the beginning of the last semester of their senior year may, with the approval of the Dean of the Graduate School, register for a maximum of 6 semester hours of graduate credit.

A tentative list of all candidates for the Bachelor's degree is prepared under the supervision of the dean as early in the college year as possible. A copy is furnished to each department of instruction for information and reference, and a copy is posted on the official bulletin board of the University for the information of the students concerned.

RESIDENCE REQUIREMENTS: A minimum of 30 semester hours of senior-level work in the Colleges of Arts and Sciences and 36 in the College of Engineering must be earned in residence. Students who meet this requirement but who still lack 6 to 8 semester hours in final fulfillment of requirements may take this work in another institution of approved standing, provided the course is approved by the head of the department concerned and by the dean.

Students who complete in a summer session the work required by the University for the Bachelor's degree will be granted the degree at the end of the summer.

GRADING, ATTENDANCE, AND EXAMINATIONS:

GRADING: Grades are reported to indicate one of the following:

(1) *Passed.* A, B, C, and D are all passing grades. The letters are intended to indicate the following quality of work: A, exceptional; B, superior; C, medium; D, passing.

(2) *Failed.* A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

(3) *Incomplete.* (a) A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

(4) *Absent from final examination.* (a) The grade X indicates that the student was absent from the regularly scheduled examination. (b) If absence from the examination has been excused by the dean of the college, the student may receive an examination upon the payment of a fee of \$3.00 to the Treasurer of the University. The instructor concerned arranges for the examination in cases where absences are excused. (c) If absence from the examination is not excused by the dean of the college, the grade for the course concerned is recorded as F. (d) A student with an X grade who has not obtained a passing grade before the end of the semester following that in which the X was incurred is regarded as having failed in the course concerned and must repeat the work in class in order to receive credit.

If a student drops a course without permission from the dean, the grade for that course is recorded as F. If he drops with permission a course in which he is failing, the grade for that course is recorded as F unless, in the judgment of the dean, circumstances do not justify this penalty.

ATTENDANCE: Regular and punctual attendance in class work is expected of all students. Weekly reports of all absences, irrespective of class standing, are made by each instructor and filed in the dean's office. No instructor has the authority to excuse a student from class attendance; it is his duty to report all absences and tardies.

The requirements for continuation in college and for graduation from college emphasize the desirability of assumption by the student of responsibility for class attendance. Controls are exercised, therefore, during the first two years of college residence. Thereafter, full responsibility is placed on the student.

(1) *Regulations applicable during the first two years of college residence:* One unexcused absence per semester hour without penalty is allowed for personal obligations. Sophomores who in a normal schedule make averages of B or above in the preceding semester will be allowed two absences per semester hour for personal obligations, but will in all other respects be subject to the same regulations as other students.

The first three tardies in a given course are counted as one absence. Thereafter, each additional tardy is counted as one additional absence.

Absences due to illness when certified by a proper medical official will be excused. Absences due to authorized representation of the University may be excused. Officials in charge of groups representing the University are required to submit names of those persons to be excused to the appropriate dean's office forty-eight hours in advance of the hour when their absences are to commence. Absences due to individual and personal reasons will not be excused.

All absences immediately before and after announced holidays are counted as regular absences, and they result in a loss of two quality points for each absence in each class. Unexcused, consecutive absences, whether excessive or not, result in the loss of quality points as in the case of unexcused, excessive absences. Each excessive or consecutive absence results in the loss of quality points as follows: one quality point for the first absence, two additional for the second, and three additional for the third. When the third unexcused, excessive or consecutive absence occurs, the student is debarred from the course with a loss of six quality points and an F in the course. When the student has incurred twelve absences, excused and unexcused, in any course he is required to drop the course unless the instructor and the dean concerned grant special permission for him to continue in the course.

When a student's course load is reduced, on account of excessive absences, to less than 12 semester hours, he is required to withdraw from the University.

(2) *Regulations applicable after two years of college residence:* Responsibility for punctual and regular attendance is placed on juniors and seniors. However, for absences before and after announced holidays two quality points are deducted for each absence in each class. Instructors are expected to refer to the dean for appropriate action any student who in their opinion is causing his work or that of the class to suffer by virtue of absences or tardies.

EXAMINATIONS: Final examinations are held in all subjects in January and May.

DEFICIENCIES IN COMPOSITION: The following regulations have been adopted by the Faculty:

1. Any student who must take English 1 and whose score in the English placement test indicates that he is not yet ready for English 1 must earn a passing grade in English L before being permitted to enter English 1.

2. In the fall of the junior year every student of Trinity College and of the Woman's College must take an examination in English usage with the following exceptions: (a) students exempted from English 1 and (b) students who earned grades of at least B and C in English 1-2. The regulation does not apply to students of the College of Engineering, which has special course requirements in English composition in addition to English 1-2. Students with irregular schedules resulting from acceleration or transfer to Duke after the fall of their junior year should take the examination in the fall of the year most nearly approximating the fifth semester. In any event, all students with the exceptions noted above must take this examination; it is a requirement for graduation. Any student desiring to postpone his examination must have permission in writing from the Dean. If it is not taken in the junior year, it must be taken during the succeeding fall, or at such other time as may be designated by the appropriate authorities of the University. Students who are proved deficient by this examination will be required to complete satisfactorily a special non-credit laboratory course in remedial English.

3. Whenever the work of a student in any course is unsatisfactory because of errors in English, the instructor may report the student to the dean, who will require him to enroll in remedial English until, in the opinion of the director of the Remedial Laboratory, the deficiency is removed.

4. All instructors are requested to advise their students each semester concerning this regulation.

Requirements for Degrees



DUKE UNIVERSITY offers, in Trinity College, the Woman's College, and the College of Engineering, courses of study which lead to the degrees of: Bachelor of Arts; Bachelor of Science; Bachelor of Science in Civil, Electrical, or Mechanical Engineering; and Bachelor of Science in Nursing Education.

Bachelor of Arts

The requirements for the degree of Bachelor of Arts are based on the principle that the student will derive the maximum benefit from his college work if his program includes a broad distribution of studies among representative fields of culture, concentration within a special field, and some work of his own choice.

For graduation with the degree of Bachelor of Arts, the following course work must be completed in accordance with the academic regulations as stated in this Bulletin.

UNIFORM COURSE REQUIREMENTS	S.H.
English	6
Foreign Language	6-18
Natural Science	11
Religion	6
Social Science and History	12
Literature, Music, Art, and Philosophy	6
Physical Education	4
MAJOR AND RELATED WORK	42
ELECTIVES TO MAKE A TOTAL OF	124

These requirements are described in detail below. Descriptions of courses can be found under "Courses of Instruction, Trinity College and the Woman's College."

ENGLISH, 6 s.h.—This requirement is met by the completion of English 1-2. Students who demonstrate proficiency in English usage may be allowed to substitute 55 or 56 for English 1.

FOREIGN LANGUAGE, 6 to 18 s.h.—This requirement is met by the completion of the third college year of a foreign language. The languages which meet this requirement are French, German, Greek, Latin, and Spanish. The number of courses required depends on previous training and ability as shown on placement tests. Students presenting for entrance four units of Latin may satisfy the language requirement by the completion of the third college year of Latin or by two years of Greek. In exceptional cases, on the recommendation of the language department concerned and with the approval of the dean, a student who has completed the second college year of one language may satisfy the requirement by the completion of the first year of another language.

NATURAL SCIENCE, 11 s.h.—To satisfy this requirement a student must complete a laboratory course (8 s.h.) in one of the natural sciences (botany, chemistry, geology, physics, zoology), and one course of at least 3 semester hours selected from mathematics (except Mathematics 1), logic and scientific methodology (Philosophy 48 and 104), or from the sciences listed above.

RELIGION, 6 s.h.—To meet this requirement 6 semester hours must be chosen from Religion 1, 2, 51, 52, 91, 94, 101, 103, 104, 114, 130, 132, 135, 181, 182.

SOCIAL SCIENCE AND HISTORY, 12 s.h.—To satisfy this requirement a student must complete 12 semester hours from the following basic courses: Economics 51-52; Education 84; History 1-2, or 51-52; Political Science 11-12, or 61-62; Psychology 91 to be followed if desired, by either Psychology 100 or 101; or Sociology 91-92. Six of the 12 semester hours must be taken in economics, history, political science, or sociology. Students who do not present for entrance two acceptable units of history must take History 1-2 or 51-52.

LITERATURE, MUSIC, ART, AND PHILOSOPHY, 6 s.h.—This requirement can be satisfied by a total of 6 semester hours in courses in English or American literature, foreign literature courses numbered above 100, literature courses in translation, courses in aesthetics, art, and music, and courses in Philosophy except 48, 103, 104, 109, 199.

PHYSICAL EDUCATION, 4 s.h.—Physical education is required during each of the first two years and is normally completed by the end of the sophomore year.

MAJOR AND RELATED WORK, 42 s.h.—Prior to registration in the spring of his sophomore year, each student is required to choose his major field and confer with his departmental adviser about the requirements for major and related work.

The major work consists of 18 to 24 semester hours in one department above the introductory courses. Introductory courses may consist of two one-semester courses in all departments except the Departments of German, Latin, and Romance Languages where the introductory courses may consist of four one-semester courses. The choice of courses must be approved by the major department. The related work must be taken in at least two other departments and is selected subject to the approval of the major department and the dean; it may not include more than one course of 6 or 8 semester hours open primarily to freshmen. Courses satisfying the uniform course requirements may also be counted toward the requirements in major and related work. Information on specific departmental requirements for major and related work can be found at the end of the department offerings in the section "Courses of Instruction." Several programs of study designed as preparation for professions are given in the section below entitled "Choice of a Major Field."

The total amount of work that a student may take in any one department toward the Bachelor of Arts degree is limited to a maximum of 36 semester hours. In the Department of Aesthetics, Art, and Music, and the Department of Philosophy, the Department of English, the Department of Economics, Accounting and Business Administration, and the Department of Romance Languages, a total of 54 semester hours is permitted, however, provided a total of not more than 36 semester hours is taken in any one division of the department.

ELECTIVES.—In addition to the uniform courses required and the major and related work, other courses must be completed to make a total of at least 124 semester hours, including 4 semester hours of physical education.

Students whose courses of study permit may elect a maximum of 18 semester hours in engineering, forestry, or medical science. The courses elected in these subjects must be approved by the major department and the dean of the college.

CHOICE OF A MAJOR FIELD

The requirement of 42 semester hours distributed, as specified above, between a major field and related work is based primarily on the belief that some advanced study in one subject, together with work in allied subjects, is a valuable part of a general education. The selection of a major field usually depends on a student's cultural or vocational interests.

GENERAL PROGRAM

The General Program is designed for the student whose primary interest is in one of the liberal arts subjects. The subjects in which

major work is offered are: art, botany, chemistry, economics, education, English, French, geology, German, Greek, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology, Spanish, zoology.

SPECIALIZED PROGRAMS

The student who has chosen a vocation may wish to include specialized training in his program. The following programs of study in preparation for various professions or professional schools are outlined for the guidance of the student.

BUSINESS: The student who plans to enter business may elect, in addition to the uniform course requirements, the following courses to satisfy the requirements for the Bachelor of Arts degree.

Freshman Year: Economics 11 (recommended but not required).
Mathematics 5 (recommended but not required).

Sophomore Year: Economics 51-52, Economics 57-58.

Junior Year: Economics 105, Economics 138, Economics 143, Economics 168, Economics 181, and one course selected from the following: Economics 144, Economics 147, Economics 158, Economics 182.

Senior Year: Economics 153, Economics 188, Economics 191, and one course selected from the Economics group numbered above 100.

ACCOUNTING: A student who plans to qualify to take the Certified Public Accountant's examination should elect the following courses of study:

Freshman Year: Economics 57-58 (may be taken at this time with the permission of the department).

Sophomore Year: Mathematics 5 and 16 (recommended but not required).
Economics 51-52, Economics 171-172.

Junior Year: Economics 143, Economics 153, Economics 173-174, Economics 181, 182.

Senior Year: Economics 144 or Economics 184, Economics 275-276, and two courses from the following: Economics 175-176, Economics 177, Economics 178, Economics 180.

A student who does not take Economics 57-58 in the Freshman Year must take the course in the Sophomore Year and must make the necessary adjustments in the sequence of subsequent accounting courses.

Students majoring in accounting are urged to familiarize themselves with the educational requirements of the State in which they expect to practice.

RELIGIOUS WORK: A student who plans to enter the ministry or other religious work should have a broad liberal arts training. He may major in religion or any other subject. It is suggested that the student include in his program as many as possible of the following courses.

Freshman Year: Religion 1-2, History 1-2.

Sophomore Year: Religion (6 s.h.), Economics 51-52 or Political Science 61-62, English Literature (6 s.h.).

Junior Year: Religion (6 s.h.), Psychology 91, English 151-152.

Senior Year: Religion (6 s.h.), Sociology (6 s.h.), Philosophy (6 s.h.).

SOCIAL WORK: The student who plans to pursue professional studies in preparation for social work (such as family welfare, child welfare, public welfare, probation and parole, and similar forms of neighborhood and community work) should take his major work in sociology, with related work in other social sciences. The following courses should be included:

History 1-2, or 51-52.
Economics 51-52.
Political Science 61-62.
Psychology 91.
Philosophy (6 s.h.).

Zoology is recommended for the required course in Natural Science. Electives should be chosen mainly from history, economics, political science, education, sociology, philosophy, psychology, or religion.

TEACHING: The program for students who intend to teach is designed to prepare for positions both in the elementary school and in the high school. All prospective teachers, regardless of the type of school in which they expect to teach, (a) must take a sequence of four basic courses in the Department of Education, namely, Education 84, 88, 103, and 118; (b) should read carefully the certification requirements of the state in which they plan to teach and should arrange their programs with their departmental advisers accordingly; and (c) should begin early the required sequence of courses in education, taking Education 84, preferably during the sophomore year and Education 88 during the junior year.

HIGH-SCHOOL TEACHING. Students may meet certification requirements by qualifying in one teaching subject, but they are strongly advised to choose their electives to meet requirements in two teaching subjects. In any case their programs must include courses in education and in other subjects sufficient to satisfy the certification requirements of the state in which they will teach. Courses in materials and methods should be taken during the junior year; and courses in observation and practice teaching may be taken *only* in the senior year.

SCIENCE EDUCATION MAJOR. Students who intend to teach high school sciences may elect to major in Science Education rather than in a department. The program is designed to meet certification requirements and to provide the broad background of training in the sciences which is needed by science teachers. Students planning to enter this program should consult an adviser in the Department of Education and in one of the science departments. The basic requirements are:

Education 103, 118, 215-216, and 276 or 246.
Mathematics 5 and 6.
Sciences (botany, chemistry, geology, physics, zoology)
and mathematics above 6. 36-40 s.h.
1. Courses must be taken in at least two departments.
2. At least 12 s.h. must be taken in courses above the
introductory level.

ELEMENTARY SCHOOL TEACHING. Students preparing to teach in the elementary school must complete the following specific require-

ments: Education 101-102, 142, and 161, History 91-92, and Political Science 11-12, or 61-62, Economics 115, Economics 109, or 118, or 120, Music 151, Physical Education 102, and Health Education 112. Education 101-102 (which includes observation and practice teaching) should be reserved for the senior year.

PREPARATION FOR GRADUATE SCHOOL: The student who plans to enter a graduate school of arts and sciences for advanced study should consult an adviser in the field of the proposed advanced study concerning suitable preparation. Most graduate schools have definite requirements in foreign languages for all students. Candidates for the degree of Doctor of Philosophy are required to pass reading examinations, usually in German and French. In some cases other languages may be substituted. As soon as practicable, the student should ascertain the requirements of the particular graduate school he desires to enter.

PREPARATION FOR LAW SCHOOL: Students who plan to study law may select their major work in any field. The following courses are recommended:

Economics 51-52, 57-58.
 English 55-56.
 History 1-2 or 51-52, 105-106.
 Philosophy 48 and 91.
 Political Science 61-62.
 Sociology 91-92.

PREPARATION FOR MEDICAL OR DENTAL SCHOOL:

Students planning to enter a medical or dental school should plan their programs of study from the first semester so as to include those courses required by the Medical Schools of their choice. Foundation courses for the study of medicine usually include: Chemistry 1-2, 61, 151-152; English 55-56; Mathematics 5, 6; Physics, 41-42; and Zoology 1-2, 53.

Special advisers are available for pre-medical and pre-dental students. The names of these advisers may be secured at the dean's office

Bachelor of Science

For graduation with the degree of Bachelor of Science, the following course work must be completed in accordance with the academic regulations as stated in this Bulletin.

UNIFORM COURSE REQUIREMENTS	S.H.
English	6
French and German (second college year)	12-24
Mathematics	6
Natural Science	8
Economics, History, or Political Science	6
Religion	6
Restricted Elective	6
Physical Education	4
MAJOR AND RELATED WORK	48
ELECTIVES TO MAKE A TOTAL OF	124

These requirements are described below. Description of courses can be found under "Courses of Instruction, Trinity College and the Woman's College."

ENGLISH, 6 s.h.—This requirement is met by the completion of English 1 and 2. Students who demonstrate proficiency in English usage may be allowed to substitute English 55 or 56 for English 1.

FRENCH AND GERMAN.—Bachelor of Science candidates must normally complete at least the second college year, or equivalent as determined by examination, of both French and German. In special cases, with the permission of the major department and the dean, this requirement may be met by the completion of the third year of French or German. On recommendation of the major department and approval of the dean another language may be substituted for French or German.

MATHEMATICS, 6 s.h.—This requirement may be met by completion of Mathematics 5 and 6.

NATURAL SCIENCE, 8 s.h.—This requirement can be satisfied by courses in one of the natural sciences, namely, botany, chemistry, geology, physics, and zoology. The courses must include laboratory work, and may not be counted as part of the major or related work.

SOCIAL SCIENCE AND HISTORY, 6 s.h.—A student who does not present for entrance two acceptable units of history (exclusive of other social studies) must take a course in history; otherwise, he has his choice of economics, history, or political science.

RELIGION, 6 s.h.—To meet this requirement 6 semester hours must be chosen from Religion 1, 2, 51, 52, 91, 94, 101, 103, 104, 114, 130, 132, 135, 181, 182.

RESTRICTED ELECTIVE, 6 s.h.—To meet this requirement 6 semester hours in addition to other uniform course requirements must be selected from aesthetics, art, economics, education, English, foreign language, history, music, philosophy, political science, religion, and sociology.

MAJOR AND RELATED WORK, 48 s.h.—Major and related work consists of 48 semester hours in the Natural Sciences. This work must be selected from the departments of botany, chemistry, geology, mathematics, physics, psychology, and zoology. The major work consists of not less than 24 semester hours in one department, the choice of courses being subject to the approval of the department. The major work does not include courses primarily open to freshmen. The related work is taken in at least two other departments and is selected subject to the approval of the major department. It may not include more than one course primarily open to freshmen. A minimum of 14 semester hours of related work is required, 8 hours of which must be in laboratory science. Further information concerning the requirements for the major and related work in the various departments will be found at the end of the department offerings in the section "Courses of Instruction."

ELECTIVES.—In addition to the above, the student must elect sufficient courses to complete, with a quality point ratio of 1.9 the 124 semester hours necessary for graduation.

Students whose courses of study permit may elect a maximum of 18 semester hours in engineering, forestry, or medical science. The courses elected in these subjects must be approved by the major department and the dean of the college.

The total amount of work that a student may take in any one department toward the Bachelor of Science degree is limited to a maximum of 40 semester hours.

On or before the date announced for the spring registration, every sophomore in this group should select his major department in the Natural Sciences and arrange, under the guidance of an adviser in the major department, his program of studies for the following year. He

should obtain the adviser's written approval of all courses selected in the division before submitting his program to the dean for final action. In like manner, each upperclassman will recheck the courses in his division of concentration each year with a representative of his major department.

Bachelor of Science in Civil, Electrical, or Mechanical Engineering

The College of Engineering offers four year programs in civil, electrical, and mechanical engineering leading to the degrees of B.S. in C.E., B.S. in E.E., and B.S. in M.E. All curricula of the College of Engineering are fully accredited by the Engineers' Council for Professional Development.

Recognizing the desirability of combining a maximum of liberal arts studies with professional engineering training, the College of Engineering has developed, in addition to the regular programs, a special plan of cooperation with approved liberal arts colleges. Under this plan, which is often called the three-two plan, an outstanding student may follow an approved program of study at a cooperating liberal arts college for an initial period of three years and then complete his studies at the College of Engineering in two more years. At the end of the total period of five years, a degree of Bachelor of Arts or Bachelor of Science is granted by the liberal arts college, and a degree of Bachelor of Science in a designated branch of engineering by the College of Engineering. Inquiries concerning this plan should be addressed to the Dean, College of Engineering, Duke University.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

See the *Bulletin of the College of Engineering* for courses substituted by Air Force ROTC and Naval ROTC students in the following curricula:

Uniform Freshman Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
Engrg	1	Engineering Drawing . . .	2	Engrg	2	Descriptive Geometry . . .	2
Engl	1	English Composition . . .	3	Engl	2	English Composition . . .	3
Hist	E1	History	3	Hist	E2	History	3
Math	5	College Algebra	3	*Math	50	Analytic Geometry	3
Math	6	Trigonometry	3	*Math	51	Calculus I	3
Phys	41	Physics	4	Phys	42	Physics	4
		Physical Education	1			Physical Education	1
			19				19

*Courses which must be passed before engineering academic standing can be advanced.

GROUP ONE

CIVIL ENGINEERING

Sophomore Year

FIRST SEMESTER

		S.H.
Chem 1	Chemistry.....	4
CE 51	CE Fundamentals.....	1
*CE 61	Surveying I.....	4
Economics	51 or Political Science....	3
Engrg 57	Statics.....	3
Math 52	Calculus II.....	3
PE	Physical Education.....	1

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SECOND SEMESTER

		S.H.
Chem 2	Chemistry.....	4
CE 62	Surveying II.....	2
Economics	52 or Political Science....	3
Enl E93	Advanced Composition....	3
*Engrg 107	Strength of Materials....	3
Math 53	Calculus III.....	3
PE	Physical Education.....	1

19

Junior Year

FIRST SEMESTER

		S.H.
CE 113	Route Surveying.....	2
*CE 131	Structural Mechanics I....	3
EE 123	Electric Circuits.....	4
Engrg 58	Dynamics.....	3
	†Electives.....	6

18

SECOND SEMESTER

		S.H.
CE 118	Engineering Materials....	2
CE 135	Soils Mechanics.....	3
CE 140	Structural Mechanics II..	3
Engrg 109	Materials Laboratory....	1
*Engrg 128	Hydraulics.....	3
	†Electives.....	6

18

Senior Year

FIRST SEMESTER

		S.H.
CE 123	Hydraulic Engineering... 3	
CE 132	Steel and Timber..... 4	
CE 137	Seminar..... 1	
ME 103	Thermodynamics..... 3	
ME 115	Mech. Eng'g. Laboratory. 1	
	†Electives..... 6	

18

SECOND SEMESTER

		S.H.
CE 116	Transportation Engineer.. 3	
CE 124	Sanitary Engineering... 3	
CE 133	Reinforced Concrete.... 4	
CE 146	Professional Engineering.. 2	
	†Electives..... 6	

18

GROUP TWO

ELECTRICAL ENGINEERING

Sophomore Year

FIRST SEMESTER

		S.H.
Chem 1	Gen. Inorg. Chemistry... 4	
EE 51	E. E. Orientation..... 1	
EE 71	Instrumentation..... 1	
Engrg 57	Statics..... 3	
Enl E93	Advanced Composition... 3	
Math 52	Calculus II..... 3	
Phys 75	Modern Physics..... 3	
PE	Physical Education..... 1	

19

SECOND SEMESTER

		S.H.
Chem 2	Gen. Inorg. Chemistry... 4	
*EE 52	E. E. Principles I..... 4	
Enl 151	Public Speaking..... 3	
Math 53	Calculus III..... 3	
ME 52	Kinetics-Mechanism.... 4	
PE	Physical Education..... 1	

19

*Courses which must be passed before academic standing can be advanced.

†Part of a planned program of electives with minimums of nine semester hours required in the humanities and social sciences of all students and nine semester hours required in mathematics, sciences, or technical subjects of students not taking military science.

Junior Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
Econ	51	Prin. of Economics.....	3	Econ	52	Prin. of Economics.....	3
EE	101	E. E. Principles II.....	3	*EE	102	E. E. Principles III.....	3
EE	107	E. E. Prin. Laboratory...	1	EE	108	E. E. Prin. Laboratory...	1
Engrg	107	Strength of Materials....	3	EE	106	Intro. to Electronics....	3
Engrg	109	Materials Laboratory....	1	EE	114	Electronics Laboratory...	1
Math	111	Math. Analysis for Engrs.	3	ME	104	Applied Thermodynamics	3
ME	103	Engrg. Thermodynamics.	3	ME	105	Fluid Mechanics.....	3
ME	115	M. E. Laboratory.....	1	ME	116	M. E. Laboratory.....	1
			18				18

Senior Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
EE	163	Elec. Mach. Laboratory..	1	EE	164	Elec. Mach. Laboratory..	1
EE	165	E. E. Seminar.....	1	EE	166	E. E. Seminar.....	1
EE	167	Adv. Electron. Lab.....	1	EE	168	Adv. Electron. Lab.....	1
EE	257	Electric Machinery I....	3	EE	258	Electric Machinery II....	3
EE	261	Adv. Electron. Networks I	3	EE	262	Adv. Electron.	
EE		Approved EE Elective... 3				Networks II.....	3
		†Approved Elective..... 6		EE		Approved E. E. Elective.. 3	
			18			†Approved Elective..... 6	
							18

GROUP THREE

MECHANICAL ENGINEERING

Sophomore Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
Chem	1	Chemistry.....	4	Chem	2	Chemistry.....	4
Econ	51	Economics.....	3	Econ	52	Economics.....	3
Engrg	57	Statics.....	3	Engrg	107	Strength of Materials...	3
Math	52	Calculus II.....	3	Engrg	109	Materials Laboratory...	1
*ME	52	Kinematics, Kinetics....	4	Enl	E93	Advanced Composition...	3
PE		Physical Education.....	1	Math	53	Calculus III.....	3
			—	PE		Physical Education.....	1
			18				—
							18

Junior Year

FIRST SEMESTER				SECOND SEMESTER			
			S.H.				S.H.
EE	123	Electric Circuits.....	4	EE	124	Electric Machinery.....	4
ME	101	Thermodynamics.....	3	*ME	102	Thermodynamics.....	3
ME	105	Fluid Mechanics.....	3	*ME	106	Heat Transfer.....	3
ME	107	Materials and Processes..	3	ME	114	Mech. Eng. Laboratory..	1
ME	113	Mech. Eng. Laboratory..	1	*ME	151	Machine Design.....	5
ME	150	Machine Design.....	2			Elective.....	3
		Elective.....	3				—
			19				19

*Courses which must be passed before engineering academic standing can be advanced.

†It is recommended that at least 6 semester hours of the approved electives of the senior year be taken in liberal arts. Each student must carry a carefully planned approved program of electives, designed to meet a particular objective.

Senior Year

FIRST SEMESTER				SECOND SEMESTER			
		S.H.				S.	
Math 111	Mathematical Analysis...	3	ME 154	Refrigeration.....	3½		
ME 153	Heating, Air Conditioning	3½	ME 158	Industrial Engineering.	3		
ME 155	Int. Combustion Engines.	3	ME 160	Mech. Eng. Laboratory	2		
ME 159	Mech. Eng. Laboratory..	1	ME 162	Power Plants.....	3		
ME 171	Instrumentation.....	2	ME 163	Advanced Mechanics..	3		
ME 173	Seminar.....	2	ME 174	Seminar.....	1		
	Elective.....	3		Elective.....	3		
						17½	18½

*Courses which must be passed before engineering academic standing can be advanced.

Bachelor of Science in Nursing Education

The requirements for the degree of Bachelor of Science in Nursing Education are designed to prepare qualified graduate nurses for administrative, teaching, and supervisory positions in schools of nursing and in nursing service agencies.

To be eligible for admission to Duke University as a candidate for this degree a student must meet the following requirements:

1. Graduation from an approved secondary school with at least fifteen acceptable units of credit. (See specific requirements for admission to Trinity College and the Woman's College.)
2. Graduation from an approved school of nursing which provides satisfactory preparation in medical, surgical, pediatric, and obstetric nursing, as a minimum (psychiatric nursing is desirable).
3. Satisfactory scores on specified tests.
4. Supervisory ratings from three individuals, preferably former teachers and supervisors with whom the individual has had fairly recent contact.

Credit for 120 semester hours (exclusive of physical education) with a quality point ratio of 1.9 is required for the degree of Bachelor of Science in Nursing Education. The work of the final year must be taken in residence at Duke University. The program of studies leading to this degree must include:

- | | |
|---|------------|
| | S.H. |
| 1. MINIMUM GENERAL EDUCATION REQUIREMENTS..... | 38-50 |
| May be taken at Duke University or at any accredited college or university. | |
| English 1-2 | 6 |
| *Natural science | 8 |
| History (1-2 or 51-52) | |
| Economics (51-52) | 6 |
| Political Science (61-62) | |
| Sociology (91-92 or 101) | 3-6 |
| Psychology (91, 100 or 101) | 3-6 |
| †Electives | 12-18 |
| 2. BASIC NURSING PROGRAM..... | maximum 40 |
| May be taken at the Duke School of Nursing or at any approved school of nursing. The amount of credit which is granted for the nursing school program is determined on an individual basis. | |

* Botany 1-2, Chemistry 1-2, Geology 51-52, Physics 1-2, Zoology 1-2.

† Literature, art, music, religion, ethics, and language are suggested.

3. COURSES IN EDUCATION AND NURSING EDUCATION.....	3
88 Psychological Foundation of Modern Education.....	3
118 Educational Psychology—Psychological Development.....	3
160N Social Foundations of Nursing Education.....	3
101N The Curriculum of the School of Nursing.....	3
115-116N Nursing Education: Principles and Practices.....	8
117 Community Nursing Service—Seminar in Field Trips to Community Agencies	3
4. FIELD OF CONCENTRATION.....	15
Fifteen semester hours in one field, such as chemistry, physics, psychology, sociology, zoology, or in a clinical area in conjunction with related subjects. No freshman work may be included in these 15 semester hours.	
5. PROFESSIONAL EXPERIENCE	
One year of experience as a graduate nurse is required before the degree is awarded.	

Academic-Professional Courses

The provision whereby a senior may elect the work of the first year in a professional school of the University shall apply solely to eligible students in Trinity College or the Woman's College. The privilege of completing a combined course for the degree is conditioned upon admission to the professional school at the close of the junior year. A student thus admitted registers as a senior in the College and as a first-year student in the professional school.

ACADEMIC-FORESTRY COMBINATION

A student who has completed the program of study given below with an average grade of C or higher in accordance with the academic regulations as stated in this Bulletin may, with the approval of the Dean of the College and the Admissions Committee of the School of Forestry, transfer to the School of Forestry. Upon the satisfactory completion of the work of the first year in the School of Forestry the student may become eligible for the degree of Bachelor of Science from Trinity College, Duke University. This provision shall apply solely to eligible undergraduates who have completed three years in residence at Duke University.

Students wishing information concerning admission to the School of Forestry are invited to consult with the dean of that school. Completion of the first three years of work necessary to qualify for the Academic-Forestry Combination does not insure admission to the Duke University School of Forestry, nor impose any restriction upon the School's freedom in selecting students for admission. The professional degree of Master of Forestry may be obtained upon the satisfactory completion of the work of the second year in the School of Forestry.

The program of studies in preparation for admission to the School of Forestry under the combination program includes the following work:

UNIFORM COURSE REQUIREMENTS

	S.H.
Uniform Course Requirements for the B.S. Degree	48-66
Additional Required Courses	24-26
Electives to Make a Total of	94
Summer Field Work	13

These requirements are described in the Requirements for the Bachelor of Science degree in this Bulletin. Spanish may be substituted for French in the foreign language requirement. The natural science requirement is met by completion of Botany 1-2. The economics, history, or political science requirement is met by completion of Economics 51-52. The student who does not present for entrance two acceptable units in history must meet the restricted elective requirement by completion of 6 semester hours in history.

ADDITIONAL REQUIRED COURSES.—The additional required courses are as follows:

	S.H.
Chemistry 1-2	8
Engineering Drawing 1-2	4
Geology 51	4
Physics 1-2	8
	24

ELECTIVES.—The electives are normally chosen from botany, chemistry, economics, mathematics and philosophy. A minimum of 94 semester hours must be obtained, exclusive of summer field work, to meet uniform course requirements, additional required courses, and electives.

SUMMER FIELD WORK.—This work of 13 weeks, preferably to be taken upon completion of the junior year, includes:

	S.H.
Civil Engineering S110. Plane Surveying	4
Forestry S150. Forest Surveying	5
Forestry S151. Forest Mensuration	4
	13

Students in this combination should have their programs approved by the special adviser for students in the Academic-Forestry Combination. The name of this adviser may be obtained at the dean's office.

ACADEMIC-LAW COMBINATION

A student who has completed with an average grade of C or higher, 96 semester hours of undergraduate work, including the uniform course requirements for the degree of Bachelor of Arts and the work of the junior year in his major and related fields, may, with the approval of the dean of the College, transfer to the Duke University School of Law and be eligible for the degree of Bachelor of Arts from Duke University upon the satisfactory completion therein of the work of the first year.

It is understood that this provision shall apply solely to eligible undergraduates who have completed three years in residence in Duke

University, and that not less than the full first-year's work of the Law School will be acceptable for credit towards the bachelor degree.

No single discipline or program of study can be described as the best preparation for the study of law since there are various methods of approach to legal study.

Completion of the undergraduate work necessary to qualify for the Academic-Law Combination does not insure admission to the Duke University School of Law, nor impose any restriction whatever upon its freedom in selecting students for admission. Students wishing further information are invited to consult with the Dean of the School of Law.

ACADEMIC-NURSING COMBINATION

A student who completes the three-year nursing program with an average grade of C or better may, upon recommendation of the Dean of the School of Nursing, apply for admission to the Woman's College of Duke University. If accepted, she may obtain the degree of Bachelor of Arts or Bachelor of Science by fulfilling the requirements of either degree.

Forty semester hours of credit toward the 120 semester hours (exclusive of physical education) required for the Bachelor's degree are allowed for the three-year nursing program. At least 30 semester hours, of which 24 semester hours must be in courses numbered 100 or above, must be taken in residence in the Woman's College. A quality point ratio of 1.9 or better is required.

The program of studies leading to the degree of Bachelor of Arts must include:

	S.H.
1. UNIFORM COURSE REQUIREMENTS	47-59
English 1-2	6
Language (completion of the third college year)	6-18
Natural Science	11
Religion	6
Social Science and History	12
Literature, Music, Art, and Philosophy	6
2. BASIC NURSING PROGRAM	40
3. FIELD OF CONCENTRATION	12
At least 12 semester hours in one department other than nursing in courses not primarily open to freshmen	12
4. ELECTIVES	9-21

To be eligible for the degree of Bachelor of Science, a student must complete the course of study outlined under the Requirements for the Degree of Bachelor of Science.

Courses of Instruction

Trinity College and the Woman's College



NOTE: Courses primarily for freshmen are numbered from 1 to 49; those primarily for sophomores are numbered from 50 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester hours following the description of the course.

The designation (w) or (E) indicates that the course is to be given on the West Campus or on the East Campus. Odd-numbered courses are offered in the fall semester, and even-numbered courses are offered in the spring semester. Double numbers separated by a hyphen indicate that the course is a year-course and must normally be continued throughout the year if credit is received. A student must secure written permission from the instructor in order to receive credit for either semester of a year-course. Double numbers separated by a comma indicate that although the course is a year-course credit may be received for either semester without special permission.

COURSES OPEN PRIMARILY TO FRESHMEN

Air Science 1-2

Art 1-2, 1L-2L

Botany 1, 2

Chemistry 1-2

Economics 11

Education 1, 5

English 1-2

French 1-2, 3-4

German 1-2, 3-4

Greek 1-2, 15

Health Education 41

History 1, 2, El-2

Latin 1-2, 3, 4

Mathematics 1, 5, 6, 16

Music 1-2, 11-12, 47-48

Naval Science 101, 102

Philosophy 48, 49

Physical Education 1, 2

Physics 1-2

Political Science 11-12

Religion 1, 2

Spanish 1-2, 3-4

Zoology 1, 2

AESTHETICS, ART, AND MUSIC

PROFESSOR RANSOM R. PATRICK, CHAIRMAN; ASSOCIATE PROFESSOR SUNDERLAND, DIRECTOR OF UNDERGRADUATE STUDIES IN ART; ASSOCIATE PROFESSOR HALL, SUPERVISOR OF FRESHMAN INSTRUCTION IN ART; ASSOCIATE PROFESSOR JULIA W. MUELLER, DIRECTOR OF UNDERGRADUATE STUDIES IN MUSIC; ASSOCIATE PROFESSOR BONE, SUPERVISOR OF FRESHMAN INSTRUCTION IN MUSIC; ASSOCIATE PROFESSORS JENKINS, MARKMAN, AND EARL G. MUELLER; ASSISTANT PROFESSORS BRYAN, HANKS, KLENZ, SAVILLE, AND WITHERS; MRS. BERNSTEIN, MESSRS. BRODERSON AND STARS

AESTHETICS

121. THE PRINCIPLES OF ART CRITICISM.—The development of criteria for making sound critical judgments based on analyses of painting, sculpture, architecture, and design. 3 s.h. (E)

PROFESSOR PATRICK

FOR SENIORS AND GRADUATES

202. PHILOSOPHY OF ART.—A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, and painting. Problems discussed include: the nature and purposes of the arts; meaning in the arts; art and morality; the role of standards in art criticism; aesthetic judgment; interpretation and evaluation. 3 s.h. (E) ASSISTANT PROFESSOR WELSH

221-222. HISTORY OF AESTHETICS.—Theories of art and beauty in the western world from antiquity to the present. Some attention will be given the developed theories of aesthetics in the Far East. (Formerly 213-214) 6 s.h. (E) PROFESSOR PATRICK

ART

HISTORY OF ART

1-2. INTRODUCTION TO ART HISTORY.—A historical survey of the development of architecture, sculpture, painting, and the minor arts as material manifestations of the culture of the western world from ancient to modern times, with some reference to primitive, Oriental, and other non-western cultures. The visual arts as a record of a whole civilization. The course will provide the student with terminology and principles necessary to formation of judgments. Open only to freshmen; others, see Art 51-52. 6 s.h. (E & W) STAFF

51-52. INTRODUCTION TO ART HISTORY.—A historical survey of the development of architecture, sculpture, painting, and the minor arts as material manifestations of the culture of the western world from ancient to modern times, with some reference to primitive, Oriental, and other non-western cultures. The visual arts as a record of a whole civilization. The course will provide the student with terminology and principles necessary to formation of judgments. The aims of this course are identical with those of Art 1-2; the content and method are adapted to the capacities of upperclassmen. Not open to upperclassmen who have received credit for Art 1-2. A senior in his last semester may receive credit for one semester. 6 s.h. (E & W) STAFF

131. THE ARCHITECTURE OF ANTIQUITY AS CULTURAL EXPRESSION.—The course will illustrate by means of the major architectural works of Egypt, Mesopotamia, the Aegean world, Greece, and Rome the basic ideas underlying the formation and development of the western tradition. 3 s.h. (W) ASSOCIATE PROFESSOR MARKMAN

132. ANCIENT SCULPTURE AND PAINTING AS CULTURAL EXPRESSION.—The visual arts of sculpture and painting as showing a more introspective and detailed expression of the ideas which motivated cultural processes. 3 s.h. (W) ASSOCIATE PROFESSOR MARKMAN

133. MEDIAEVAL ARCHITECTURE.—A survey of Christian architecture in the Near East, the Balkans, Russia, and western Europe from the beginnings of the mediaeval style in the late classical period to its disintegration in the fifteenth century. (Formerly 101) 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

134. MEDIAEVAL PAINTING AND SCULPTURE.—A study of painting, including mosaics, manuscripts, stained glass, and sculpture, in western Europe from the late classical period through the fourteenth century. (Formerly 102) 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

135. RENAISSANCE ARCHITECTURE.—A study of the early phases of the new style based on design elements taken from ancient Rome which replaced the dying Gothic style in Italy in the fifteenth century and in the rest of western Europe in the sixteenth century. 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

137. ITALIAN RENAISSANCE PAINTING AND SCULPTURE.—The evolution of art forms in Italy during the fifteenth and sixteenth centuries with emphasis on the art of Florence, Rome, and Venice. (Formerly 123). 3 s.h. (E) ASSOCIATE PROFESSOR JENKINS

136. **NORTHERN RENAISSANCE ART.**—A study of book illumination, panel painting, graphic arts, and sculpture as expressions of literary, religious, and philosophical ideas of the fifteenth and sixteenth centuries in the Low Countries, Germany, and France. The formation of the northern realistic tradition in late Gothic Art and the relationship of the North with the Italian Renaissance will be developed in detail. Some emphasis will be placed on individual artists such as the Van Eycks, Van der Weyden, Bouts, Van der Goes, Bosch, Bruegel, Grünewald, and Dürer. (Formerly 125) 3 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER

138. **EUROPEAN ARCHITECTURE 1550-1750.**—A study of the alteration of the High Renaissance ideal by Mannerist and Baroque designers in Italy, and the consequences for the rest of western Europe, especially for absolutist France and parliamentary England. 3 s.h. (E) ASSOCIATE PROFESSOR HALL

140. **BARQUE PAINTING AND SCULPTURE.**—The styles of the seventeenth and eighteenth centuries in European countries as examples of the international culture of the period. (Formerly 126). 3 s.h. (E) ASSOCIATE PROFESSOR JENKINS

139. **THE RISE OF CONTEMPORARY ARCHITECTURE.**—A study of the sources and evolution of the architecture of today, from the eighteenth century conflict between Romantic Historicism and Industrialism to the work of Gropius, LeCorbusier, Wright, and their successors. (Formerly 105) 3 s.h. (E) ASSOCIATE PROFESSOR HALL

142. **MODERN PAINTING AND SCULPTURE.**—The development of European painting and sculpture from the period of the French Revolution to the present. Introduction to parallel and contemporary trends in the United States. (Formerly 129 and 130) 3 s.h. (E) PROFESSOR PATRICK

141. **AMERICAN ART.**—A survey of architecture, sculpture, and painting in America from the time of the first settlers to the present day, including a consideration of the contributions of the English, Dutch, French, and Spanish to the artistic heritage of the United States. (Formerly 94) 3 s.h. (E)

ASSOCIATE PROFESSOR SUNDERLAND

143. **THE HISTORY OF PRINTS AND DRAWINGS.**—A historical and critical study of drawings and prints from the fifteenth century to the present with reference to functions, values, and relationships to other forms such as painting, sculpture, and the book. (Formerly 133) 3 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER

FOR SENIORS AND GRADUATES

215. **RELIGIOUS ART OF THE ANCIENT NEAR EAST.**—A specialized study of the development of art, particularly architecture and sculpture, as the material expression of religious ideas in Egypt, Mesopotamia, and in part of Syria and Palestine, to the Persian conquest. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

216. **RELIGIOUS ART OF THE CLASSICAL WORLD.**—A specialized study of the religious art, particularly architecture and sculpture, of Greece and Rome, with special emphasis on the monuments in the Near East. 3 s.h. (w)

ASSOCIATE PROFESSOR MARKMAN

217. **AEGEAN ART.**—A study of the problems of Aegean art as the forerunner of Greek art and in relation to the contemporary civilization of the eastern Mediterranean world. 3 s.h. (w)

ASSOCIATE PROFESSOR MARKMAN

218. **EARLY GREEK ART.**—A study of the problems of the origin and development of Greek art in the Geometric period to the end of the Archaic. 3 s.h. (w)

ASSOCIATE PROFESSOR MARKMAN

233. **EARLY MEDIAEVAL ARCHITECTURE.**—The development of religious architecture from the time of Constantine to the end of the First Romanesque style in the third quarter of the eleventh century. 3 s.h. (E)

ASSOCIATE PROFESSOR SUNDERLAND

234. **ROMANESQUE SCULPTURE.**—The development of sculpture in western Europe from the early Christian period through the culmination of Romanesque art in the west portal of Chartres Cathedral. 3 s.h. (E)

ASSOCIATE PROFESSOR SUNDERLAND

240. ARCHITECTURE OF NORTH AMERICA.—A study illustrating the transplantation of European architectural customs since the sixteenth century; the time-lag in transit and acceptance of later European developments; the gradual assumption of confident independence in design; and the emergence of international leaders in the United States. (Formerly 106) 3 s.h. (E) ASSOCIATE PROFESSOR HALL

DESIGN

Students other than art majors may receive not more than eight semester hours credit for work in studio courses. For any number of semester hours of credit in studio courses an equal number of hours must be taken in History and Criticism. The introductory courses 1L-2L or 51L-52L are prerequisite for all courses in Design.

1L-2L. DESIGN LABORATORY.—This course aims to develop the student's visual faculty through practice with design elements and experience with media. Freshmen intending to elect further courses in Art are advised to carry this course concurrently with Art 1-2. Open only to freshmen enrolled in Art 1-2; others, see Art 51L-52L. 2 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

51L-52L. DESIGN LABORATORY.—The aims, content, and method of this course are similar to those of Art 1L-2L. Upperclassmen intending to elect further courses in Art are advised to carry this course concurrently with Art 51-52. Open only to upperclassmen enrolled in Art 51-52, and to those who have completed Art 1-2 or 51-52 without electing Design Laboratory. A senior in his last semester may receive credit for one semester. 2 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

53-54. BEGINNING STUDIO.—A studio course offering experiment and practice with formal elements of composition in various media. Particular emphasis will be given to drawing; watercolor, collage, and three-dimensional media will be secondarily considered. 4 s.h. (E) ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

55, 56. PAINTING.—A studio course designed to give experience in painting media with individual and group criticism, and discussion of important historic or contemporary ideas in painting as related to student work. Prerequisite: Art 53-54 or consent of the instructor. 4 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

157, 158. ADVANCED PAINTING.—Emphasis is given to the techniques of various painting and design media. Prerequisite: 55, 56. 4 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

159, 160. PRINTMAKING.—This course presupposes a knowledge of design and skill in drawing. Practice in wood engraving; block printing; and in copperplate engraving, etching, aquatint, and drypoint. Reference will be made to prints in relation to the design of the book, and historic examples of the art of the print will be analyzed in the study of these techniques. Prerequisite: 53-54. 4 s.h. (E)

ASSOCIATE PROFESSOR E. MUELLER; MR. BRODERSON

DEPARTMENTAL MAJOR IN ART

Prerequisite: Introduction to Art History (1-2 or 51-52); or, with the approval of the Director of Undergraduate Studies, equivalent hours in 100 level courses which form a background for the History of Art.

Major Requirements: The student will select in consultation with the departmental adviser a sequence of courses emphasizing either the History of Art or Design.

a. History of Art: 24 semester hours which must include courses at the 100 level distributed over the entire field of Art History, and a concentration of courses in at least two areas.

b. Design: 22 semester hours, of which 16 must be in Design and 6 from courses in the History of Art and Theory.

Related Work: 18 hours which must include work in the field of Aesthetics and Criticism (Aesthetics 121, 221-222); 9 hours in two other departments should be elected from courses in History, English, German, Romance Languages, Greek, Latin

and Roman Studies, Philosophy, Sociology, Anthropology, Psychology, and the History of Religion.

MUSIC

Courses in music are offered both for the general student who wishes to acquire knowledge of music as literature and on a more technical level for those prepared to major in the field. The courses marked * are open to general students without prerequisites.

THEORY

*11-12. **THEORY I.**—The elements of harmony, rhythm, and form; the visual and aural recognition of scales, intervals, triads, and seventh chords, and their functions in relation to the system of tonality; harmonization of melodies; development of rhythmic discrimination. Designed for those students who wish to pursue a more technical study of music. Three lectures and two laboratory hours. Open only to freshmen. 8 s.h. (E) STAFF

*61-62. **THEORY I.**—An amplification of Music 11-12. Open to upperclassmen who have not had Music 11-12. 8 s.h. (E) STAFF

73-74. **THEORY II.**—A continuation of Music 11-12, plus analysis and composition of the smaller forms; further development of proficiency in harmonization; continuation of aural training; introductory study of counterpoint. Prerequisite: Music 11-12 or 61-62. 6 s.h. (E) ASSISTANT PROFESSORS BRYAN AND KLENZ

117-118. **THEORY III.**—A continuation of Music 73-74. Emphasis upon development of technical and expressive means and stylistic treatment by practical work in composition, and analysis and observation of larger forms; further study of counterpoint. The completion of an original large form composition for chamber group, chorus, or orchestra. Prerequisites: Music 11-12 or 61-62, and 73-74. 4 s.h. (E) ASSISTANT PROFESSOR KLENZ

121. **CONDUCTING.**—The conducting of orchestral and vocal scores. Score-reading and analysis, principles of interpretation, establishment of vocal and instrumental conductorial techniques leading to practical experience in conducting the department musical organizations in rehearsal. Prerequisites: Music 11-12 or 61-62, and 73, or consent of the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR BONE

122. **ORCHESTRATION.**—A study of the technical characteristics and transpositions of the instruments of the modern symphony orchestra and concert band. Instrumentation of piano scores or original compositions for string, woodwind, brass ensembles, and for full symphony orchestra or concert band. Prerequisites: Music 11-12 or 61-62, and 73, or consent of the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR BONE

HISTORY AND CRITICISM

*1-2. **INTRODUCTION TO MUSIC.**—Rhythm, melody, harmony, form, instruments of the orchestra, development of listening technique, and critical appreciation. Study of the lives and works of great representative composers from 1700 to the present. Open only to freshmen; others, see Music 51-52. 6 s.h. (E) ASSOCIATE PROFESSOR BONE; ASSISTANT PROFESSORS HANKS AND WITHERS

*51-52. **INTRODUCTION TO MUSIC.**—Rhythm, melody, harmony, form, instruments of the orchestra, development of listening technique, and critical appreciation. Study of the lives and works of great representative composers from 1700 to the present. The aims of this course are identical with those of Music 1-2; the content and method are adapted to the capacities of upperclassmen. Open only to upperclassmen who have not completed Music 1-2. 6 s.h. (E & W) STAFF

95-96. **HISTORY OF MUSIC I.**—Historical background and development of music in the Classical, Romantic, and Contemporary periods. Study of representative compositions from the Mannheim school through Beethoven, first semester; Schubert to the present, second semester. Prerequisites: Music 1-2 or 11-12 or 61-62, or consent of the instructor. 6 s.h. (E) ASSISTANT PROFESSORS KLENZ AND SAVILLE

*133. ORCHESTRAL LITERATURE.—A study of orchestral suites, overtures, concerti, symphonies, and symphonic poems selected from literature of the eighteenth century to the present. (Not offered in 1956-57). 3 s.h. (E)

ASSOCIATE PROFESSOR BONE

*134. CHORAL LITERATURE.—A study of representative oratorios, cantatas, and masses from Bach to Stravinsky; religious and social implications of sacred choral compositions and performance from the Baroque to the present. 3 s.h. (E)

ASSISTANT PROFESSOR SAVILLE

135. PIANO LITERATURE.—A comprehensive survey of the great works for keyboard instruments, from the time of the English virginal composers to the present. Prerequisites: Music 47A, 48A, 97A, and 98A, or consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR WITHERS

136. SOLO SONG LITERATURE.—A study of standard recital repertoire; early Italian and English songs, German lieder, the French and English art song. Open to junior and senior Applied Voice majors. 3 s.h. (E)

ASSISTANT PROFESSOR HANKS

137. CHAMBER MUSIC.—A study of form, style, and interpretation of masterpieces of chamber music. Prerequisites: Music 1-2 or 51-52, or 11-12 or 61-62, or consent of the instructor. 3 s.h. (E)

ASSOCIATE PROFESSOR J. MUELLER

138. CONTEMPORARY MUSIC.—A critical survey of contemporary stylistic trends and theory in the light of their twentieth-century background. Prerequisites: Music 1-2 or 51-52, or 11-12 or 61-62, or consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR KLENZ

145-146. HISTORY OF MUSIC II.—History and technical development of music in Mediaeval, Renaissance, and Baroque periods against a background of European cultural history. First semester: late classic, early Christian music; the evolution of Gregorian Chant; Romanesque, Troubadour, and Gothic forms. Second semester: Renaissance and Baroque (J. S. Bach). Prerequisites: Music 95-96 or consent of instructor. 6 s.h. (E)

ASSISTANT PROFESSOR KLENZ

*164. MUSIC IN THE NINETEENTH CENTURY.—A study of the music of the nineteenth century, from Beethoven to Debussy, with attention to artistic and literary influences, and the relations among the creative minds of the time. Individual projects. 3 s.h. (E)

ASSOCIATE PROFESSOR J. MUELLER

*165. OPERA.—Opera from Handel to Strauss; aesthetic and cultural implications of opera from the Baroque to the present. 3 s.h. (E)

ASSISTANT PROFESSOR SAVILLE

195-196. COLLEGIUM MUSICUM (HISTORY OF MUSIC III).—Studies in the integration of music history, theory, and performance. Survey of sources, monuments, and bibliographical techniques. Preparation for performance of representative musical literature through analysis, realization of notations, and stylistic reconstruction. Classroom discussion and reports; also laboratory. Designed for music majors in history or theory and open to others by consent of the instructor. 4 s.h. Laboratory may be taken separately under Applied Music, Medium F. (E)

ASSISTANT PROFESSOR KLENZ

MUSIC EDUCATION

57-58. VOCAL DICTION.—Problems of diction as specifically applied to the art of singing. Required of all Applied Voice majors. 2 s.h. (E)

ASSISTANT PROFESSOR HANKS

106. PIANO METHODS AND MATERIALS.—A study of the materials and methods of piano pedagogy. The appropriate choice of essential and supplementary literature. Development of technique, style, and musicianship. Supervised practice teaching. Prerequisites: Music 47A, 48A, 97A, and 98A, or consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR WITHERS

107. VOCAL PEDAGOGY.—The problems of private vocal teaching. A detailed study of the function of the vocal mechanism and of the psychological factors in teaching. Open to junior and senior Applied Voice majors, and others with the consent of the instructor. 3 s.h. (E)

ASSISTANT PROFESSOR HANKS

151. PUBLIC SCHOOL MUSIC EDUCATION.—For Elementary Education majors. Child voice and song; rhythmic activities; discriminative listening; music-reading; use of elementary instruments such as autoharp, tonette, and rhythm band instruments; music as a creative art in its own right and as an adjunct to other studies. 3 s.h. (E)
ASSISTANT PROFESSOR SAVILLE

APPLIED MUSIC

The study of Applied Music concerns the use and understanding of technics of performance in relation to the standard literature of each medium or ensemble group. Instruction is offered in the following media: A. Piano; B. Strings; C. Woodwinds; D. Brass; E. Voice; F. Ensemble—Piano, Instrumental, Vocal, and the Departmental Ensembles listed below. Instruction in media A through E may be private or in classes limited to a minimum of 4 and a maximum of 7 students. Class instruction is restricted to the first 4 grades of proficiency. Class instruction shall be designated by adding the letter X to the appropriate medium and year-in-school classification. (Example: junior year, Woodwinds, class instruction is recorded 147CX.)

Students who wish to enroll in Applied Music courses *must* consult with the appropriate faculty member *before* registering for a course.

47A, 48A; 97A, 98A; 147A, 148A; 197A, 198A. **PIANO.**—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSISTANT PROFESSOR WITHERS; MRS. BERNSTEIN

47B, 48B; 97B, 98B; 147B, 148B; 197B, 198B. **VIOLIN, VIOLA, 'CELLO.**—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSOCIATE PROFESSOR J. MUELLER;
ASSISTANT PROFESSOR KLENZ

47C, 48C; 97C, 98C; 147C, 148C; 197C, 198C. **WOODWINDS.**—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSOCIATE PROFESSOR BONE

47D, 48D; 97D, 98D; 147D, 148D; 197D, 198D. **BRASS.**—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSISTANT PROFESSOR BRYAN

47E, 48E; 97E, 98E; 147E, 148E; 197E, 198E. **VOICE.**—For freshmen, sophomores, juniors, seniors. 2 s.h. (E) ASSISTANT PROFESSOR HANKS

47F, 48F; 97F, 98F; 147F, 148F; 197F, 198F. **ENSEMBLE.**—For freshmen, sophomores, juniors, seniors. Prerequisite: consent of the instructor. 1 s.h. (E) STAFF

Credits: Credit for Media A through E is granted on the basis of 2 s.h. per semester for one period of private study and a minimum of 6 hours practice per week; 1 s.h. per semester for one period of class study and a minimum of 6 hours practice per week.

Credit for instruction in Medium F is granted on the basis of 1 s.h. per semester for one period of instruction per week and a minimum of 6 hours practice per week. No additional fee required.

For any number of hours in Applied Music an equal number of hours must be taken in Music Theory or in Music History and Criticism. Students other than Music Majors may receive not more than 8 s.h. credit for work in Applied Music.

Music Majors may take a minimum of 6 s.h. and a maximum of 18 s.h. in Applied Music according to the following areas of concentration:

Majors in Music Theory or in Music History and Criticism must earn 6 s.h. credit in Applied Music. (Credit may be reckoned from Grade I.)

Majors in Applied Music may earn a maximum of 18 s.h. credit in Applied Music.

Majors in Music Education who expect to teach music in the public schools should plan their academic programs in close consultation with the Director of Undergraduate Studies in Music. The credit hours in Applied Music required for certification are, in most states, in excess of the maximum number of hours allowable for satisfaction of the Bachelor of Arts degree at Duke University. The detailed program of courses is available through the office of the Chairman of the Department.

Fees per semester: Fees are charged for Applied Music Media A, B, C, D, and E.

and for practice facilities. They are payable to the Treasurer's Office of Duke University at the beginning of each semester as follows:

One 1/2 hour private lesson per week for one semester.....	\$45.00
Two 1/2 hour private lessons per week or one 1-hour private lesson per week for one semester.....	80.00
One 1-hour class lesson per week for one semester.....	20.00
Three hours use of cubicle with piano per week for one semester (Theory and Voice Class students).....	7.50
Six hours' use of cubicle with piano per week for one semester (Piano and private Voice students).....	15.00
Six hours use of cubicle without piano per week for one semester	10.00

DEPARTMENTAL ENSEMBLES

Brass Ensemble	Madrigal Singers
Chamber Orchestra	Piano Ensemble
Collegium Musicum	Vocal Ensemble

DEPARTMENTAL ORGANIZATIONS

Duke University Concert Band
Duke University Symphony Orchestra

DEPARTMENTAL MAJOR IN MUSIC

Prerequisite: Music 11-12 or 61-62.

Major Requirements: 24 s.h. including 6 s.h. in Applied Music. The major student shall select, in consultation with his departmental adviser, a sequence of Music courses emphasizing (a) theory, or (b) history and criticism, or (c) education, or (d) the use and understanding of a particular medium.

AIR SCIENCE

PROFESSOR KNIGHT, COLONEL, USAF, AND PROFESSOR TODD, COLONEL, USAF, CHAIRMAN;*
ASSISTANT PROFESSOR MYERS, MAJOR, USAF, DIRECTOR OF UNDERGRADUATE STUDIES;
ASSISTANT PROFESSOR BARNHILL, MAJOR, USAF, SUPERVISOR OF FRESHMAN INSTRUCTION; INSTRUCTORS KNOX, CAPTAIN, USAF AND CANFIELD, FIRST LIEUTENANT, USAF

ELIGIBILITY REQUIREMENTS.—All physically qualified freshmen who are citizens of the United States and are enrolled in Trinity College or the College of Engineering are eligible to enroll in the Air Force ROTC. Veterans may be exempted from the freshman and sophomore courses under certain conditions. In special cases where permission has been granted, certain qualified students from the Graduate and Professional Schools may be enrolled.

DEPOSIT REQUIRED.—Each student must make a deposit of twenty dollars with the University Treasurer to insure return of all government property.

AIR FORCE ROTC COURSES.—All students pursue the same generalized courses. No flying training is included in the college program. All specialized training will be given when the individual enters the Air Force.

The courses are established by the United States Air Force and are approved by the College as electives for all undergraduates. Field or laboratory instruction in leadership, drill, and exercise of command is included as a part of all courses to indoctrinate the student in the fundamental principles of command.

BASIC COURSES

The following courses are required of students in the Air Force Reserve Officers Training Corps, as outlined in the various curricula:

AS 1-2. FIRST YEAR BASIC AIR SCIENCE.—This course introduces the student to the AFROTC Program and the Field of Aviation. The fundamentals of global

* Colonel Todd replaced Colonel Knight February 1, 1956.

geography are studied in relationship to international tensions and the resulting formation of security organizations. The course concludes with an analysis of the instruments of National Military Security. 4 s.h. (w) **STAFF**

AS 51-52. **SECOND YEAR BASIC AIR SCIENCE.**—Stress is laid upon the elements and potentials of air power including targets, weapons, aircraft, air oceans, air bases, and Air Force operations. A survey is made of the careers open to personnel in the Air Force. 4 s.h. (w) **STAFF**

ADVANCED COURSES

All students selected to continue in Air Science pursue:

AS 101-102. **FIRST YEAR ADVANCED AIR SCIENCE.**—The first semester is concerned with the Air Force commander and his staff; techniques of problem solving; communications processes and Air Force correspondence; instructing in the Air Force. The second half of the course deals with military law, courts and boards and applied air science including problems of modern flight, navigation, and weather. Attention is also given to the functions of an Air Force base. Prerequisites: AS 1-2 and 51-52 or equivalent. 8 s.h. (w) **STAFF**

AS 201-202. **SECOND YEAR ADVANCED AIR SCIENCE:** The first semester includes career guidance, seminar studies in the principles of leadership and management in the Air Force and military aviation and the evolution of warfare. The second semester is concerned with the military aspects of world political geography and concludes with a briefing for commissioned service. Prerequisites: AS 1-2 and 51-2 or equivalent, and AS 101-102. 8 s.h. (w) **STAFF**

BOTANY

PROFESSOR OOSTING, CHAIRMAN; PROFESSOR ANDERSON, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR PHILPOTT, SUPERVISOR OF FRESHMAN INSTRUCTION;

PROFESSORS BLOMQUIST, HARRAR, AND KRAMER; ASSOCIATE PROFESSORS

BILLINGS, HUMM, NAYLOR, AND PERRY; ASSISTANT PROFESSOR

JOHNSON; DR. CULBERSON; AND ASSISTANTS

1. **GENERAL BOTANY.**—An introduction to the structure and life-processes of seed plants and the environmental factors influencing their distribution. Laboratory, discussions, and field trips. Three two-hour periods. 4 s.h. (w & e) **STAFF**

2. **GENERAL BOTANY.**—A survey of the plant kingdom with emphasis on reproduction and an introduction to identification. Three two-hour periods. Prerequisite: Botany 1. 4 s.h. (w & e) **STAFF**

51. **CULTURE AND PROPAGATION OF PLANTS.**—Experimental studies of the processes involved in growth, and the application of this knowledge to the selection, growth, and propagation of plants. Prerequisite: one year of botany. 4 s.h. (w) **DR. CULBERSON**

52. **PLANT IDENTIFICATION.**—Practice in the identification of local plants, especially flowering plants, and a study of the principles and rules underlying plant classification. Laboratory, lectures, and field trips. Prerequisite: one year of botany. 4 s.h. (w) **PROFESSOR BLOMQUIST**

53. **ECOLOGY OF ECONOMIC PLANTS.**—The principles of plant growth and distribution as applied to crop plants. Forest, grassland, and representative cultivated species will be considered in relation to environment. Prerequisite: one year of a natural science. 3 s.h. (e) **ASSOCIATE PROFESSOR BILLINGS**

55. **ANATOMY AND MORPHOLOGY OF VASCULAR PLANTS.**—A detailed study of the vegetative and reproductive tissues of seed plants; and a survey of the several groups of vascular plants emphasizing relationships of body structures and life histories. Prerequisite: one year of botany. 4 s.h. (e) **ASSISTANT PROFESSOR PHILPOTT**

101. **PRINCIPLES OF HEREDITY.**—The basic principles of heredity and their significance. Lectures, three hours; laboratory, two hours; conference (attendance optional), one hour. Laboratory work includes experimental breeding of the fruit

fly. May be taken as a lecture course without laboratory. Prerequisite: one (high-school or college) course in biology, botany, or zoology. High-school or college algebra recommended. 3 or 4 s.h. (w) ASSOCIATE PROFESSOR PERRY

103. GENERAL BACTERIOLOGY.—A study of the morphology and fundamental physiological processes of bacteria; their relationship to sanitation, public health, soil fertility, and food preservation. Prerequisite: one year of botany or zoology, or equivalent. 4 s.h. (w) ASSOCIATE PROFESSOR HUMM

104. THE STRUCTURE AND IDENTIFICATION OF LOWER PLANTS.—A study of representative examples of algae, fungi, mosses and liverworts, including collection, identification, and classification of common forms. Offered in alternate years. Prerequisite: one year of botany. 4 s.h. (w) PROFESSOR ANDERSON

151. INTRODUCTORY PLANT PHYSIOLOGY.—The principal physiological processes of plants, including water relations, synthesis and use of foods, and growth phenomena. Prerequisite: Botany 1, 2 or equivalent; one year of chemistry recommended. 4 s.h. (w) PROFESSOR KRAMER

156. PLANT ECOLOGY.—The principal factors affecting plants and plant communities as they exist in different environments. Laboratory, lectures, and field trips. Prerequisites: Botany 1, 2 and 52, or equivalent. 4 s.h. (E) ASSOCIATE PROFESSOR BILLINGS

202. GENETICS.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and interpretation of data from the breeding of plants. Offered in alternate years. Prerequisites: one year of botany or zoology, or equivalent, and college algebra. 4 s.h. (w) ASSOCIATE PROFESSOR PERRY

203. PLANT CYTOLOGY.—A study of the structure and organization of plant cells in relation to growth, reproduction and especially heredity. Offered in alternate years. Prerequisite: one year of botany. 4 s.h. (w) PROFESSOR ANDERSON

204. ADVANCED PLANT ANATOMY.—A study of vegetative and reproductive tissues of vascular plants including selection and preparation of fresh plant materials. An analysis of some of the significant literature bearing upon function, development and phylogeny. Prerequisite: Botany 55 or equivalent. 4 s.h. (E) ASSISTANT PROFESSOR PHILPOTT

216. BOTANICAL MICROTECHNIQUE.—Methods and theory in preparation of plant tissues for temporary mounts and permanent microscopical slides. Prerequisite: Two years of natural science. 4 s.h. (E) ASSISTANT PROFESSOR PHILPOTT

218. ILLUSTRATIVE TECHNIQUES.—A study of botanical illustrative methods, including theory and use of the microscope, microscopical measurements, drawing, photomicrography, botanical photography, darkroom procedure, lantern slides and the preparation of illustrative material for publication. Prerequisite: Two semesters of botany, zoology or forestry. 2 s.h. (w) PROFESSOR ANDERSON

221. INTRODUCTORY MYCOLOGY.—Field and laboratory study of the vegetative and reproductive structures of the fungi and slime molds. Methods of collection, isolation, propagation, and identification of the major orders as represented in the local flora. Prerequisite: One year of biological science. 4 s.h. (w) ASSISTANT PROFESSOR JOHNSON

225-226. SPECIAL PROBLEMS.—Students with adequate training may do special work in the following fields:

a. MYCOLOGY, AND PLANT PATHOLOGY. ASSISTANT PROFESSOR JOHNSON

b. CYTOLOGY. PROFESSOR ANDERSON

c. ECOLOGY. PROFESSOR OOSTING AND ASSOCIATE PROFESSOR BILLINGS

d. GENETICS. ASSOCIATE PROFESSOR PERRY

e. MORPHOLOGY AND ANATOMY OF HIGHER GROUPS.

PROFESSOR HARRAR AND ASSISTANT PROFESSOR PHILPOTT

f. MORPHOLOGY AND TAXONOMY OF LOWER GROUPS.

PROFESSORS BLUMQUIST AND ANDERSON; DR. CULBERSON

- g. **PHYSIOLOGY.** PROFESSOR KRAMER AND ASSOCIATE PROFESSOR NAYLOR
 i. **TAXONOMY OF HIGHER GROUPS.** PROFESSOR BLOMQUIST
 j. **SENIOR SEMINAR.**—1 s.h. (w) STAFF
 m. **MICROBIOLOGY.** ASSOCIATE PROFESSOR HUMM

252. **ADVANCED PLANT PHYSIOLOGY.**—The physicochemical processes and conditions underlying the physiological processes of plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. 4 s.h. (E)

ASSOCIATE PROFESSOR NAYLOR

254. **PLANT WATER RELATIONS.**—A study of factors affecting the availability of water, its absorption and use in plants, and the effects of water deficits on plant processes. Assigned readings, reports, and lectures. Prerequisite: Botany 151 or equivalent. 3 s.h. (w)

PROFESSOR KRAMER

255. **ADVANCED TAXONOMY.**—A study of the historical background of plant taxonomy, modern concepts and systems of classification, nomenclatorial problems and the taxonomy of specialized groups. Prerequisite: two years of botany, including Botany 52 or equivalent. 4 s.h. (w)

PROFESSOR BLOMQUIST

256. **COMMUNITY ANALYSIS AND CLASSIFICATION.**—The development of concepts and methods in synecology leading to present applications of theory and field techniques. Prerequisite: Botany 156 or equivalent. 3 s.h. (E)

PROFESSOR OOSTING

257. **PRINCIPLES OF PLANT DISTRIBUTION.**—Interpretations of floristic and ecological plant geography of world vegetation. Prerequisite: Botany 156 or equivalent. 3 s.h. (E)

ASSOCIATE PROFESSOR BILLINGS

258. **PHYSIOLOGY OF GROWTH AND DEVELOPMENT.**—Consideration of the internal factors and processes leading to the production of new protoplasm and its differentiation at the cellular, tissue, and organ level in plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. 3 s.h. (E)

ASSOCIATE PROFESSOR NAYLOR

259. **ENVIRONMENTAL MEASUREMENTS.**—Methods of obtaining and evaluating climatological data for ecological purposes with special attention to instrumentation and microclimate. Prerequisite: Botany 151 and 156 or equivalent. 3 s.h. (E)

ASSOCIATE PROFESSOR BILLINGS

FOREST BOTANY

224. **FOREST PATHOLOGY.**—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisite: Botany 1 and 2. 3 s.h. (w)

ASSISTANT PROFESSOR JOHNSON

253. **DENDROLOGY.**—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of botany. 3 s.h. (w)

PROFESSOR HARRAR

DEPARTMENTAL MAJOR

Prerequisites: Botany 1 and 2.

Major Requirements: A minimum of 21 hours (B.S., 24 hours) of work including courses 52, 55, and 104. The remaining hours may be selected from any other courses in the Department for which the student is eligible, subject to the approval of the Departmental Adviser. All majors are expected to register for Senior Seminar for one semester of their senior year.

Related Work: Courses in at least two Natural Science Departments sufficient to total, with major work, 42 s.h. (B.S., 48 s.h.).

CHEMISTRY

PROFESSOR SAYLOR, CHAIRMAN; ASSISTANT PROFESSOR STROBEL, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSOR HILL, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS BIGELOW, BRADSHER, GLOCKER (VISITING LECTURER), GROSS, HAUSER, HOBBS, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, POIRIER AND WILDER; DRs. BUYSKE AND STANSFIELD AND ASSISTANTS

1-2. GENERAL INORGANIC CHEMISTRY.—Lectures and recitations on the elementary principles of chemistry and on the structure, preparation, properties, and uses of the elements and their compounds. The laboratory work includes qualitative analysis of some of the more common metals. One lecture, two recitations, and three laboratory hours, throughout the year. 8 s.h. (W & E)

PROFESSORS HILL AND BRADSHER; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER; DRs. BUYSKE AND STANSFIELD AND ASSISTANTS

61. FUNDAMENTALS OF ANALYTICAL CHEMISTRY.—A study of the reactions of electrolytes in solution and of chemical equilibrium illustrated by laboratory experiments involving the techniques of gravimetric, volumetric, and colorimetric analysis. One lecture, one recitation, and six laboratory hours. Prerequisites: Chemistry 1-2, and Mathematics 6 or equivalent. 4 s.h. (W)

PROFESSORS SAYLOR AND VOSBURGH; ASSISTANT PROFESSORS KRIGBAUM, POIRIER, STROBEL, AND WILDER; AND ASSISTANTS

70. QUANTITATIVE ANALYSIS.—A study of the theory and technique of inorganic gravimetric and volumetric analysis. One lecture, one recitation, and six laboratory hours. Prerequisite: Chemistry 61. 4 s.h. (W)

PROFESSORS SAYLOR AND VOSBURGH; ASSISTANT PROFESSORS KRIGBAUM, POIRIER, STROBEL, AND WILDER; AND ASSISTANTS

131. ADVANCED QUANTITATIVE ANALYSIS.—A second course in the theory and technique of inorganic analysis with special reference to the analysis of complex materials. One lecture and six laboratory hours. Prerequisite: Chemistry 70. 3 s.h. (W)

PROFESSORS VOSBURGH AND SAYLOR AND ASSISTANTS

151-152. ORGANIC CHEMISTRY.—An introduction to the study of the compounds of carbon in which the chemistry of aliphatic and aromatic compounds is considered. Laboratory experiments are selected to illustrate the more important reactions and preparations of organic compounds. Two lectures, one recitation, and three laboratory hours. Prerequisite: Chemistry 61. Course 151 is prerequisite for 152. 8 s.h. (W)

PROFESSORS BIGELOW, BRADSHER AND HAUSER; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSOR WILDER; AND ASSISTANTS

206. ELEMENTS OF THEORETICAL CHEMISTRY.—A course in the general principles of physical chemistry for students who do not present credit in calculus. Credit is not given for both 206 and 261-262. Three recitation and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics, 8 s.h., and Mathematics, 6 s.h. With the permission of the Director of Graduate Studies, graduate students from other departments may offer other advanced science courses in place of some of these prerequisites. 4 s.h. (W)

PROFESSOR SAYLOR

215. ADVANCED INORGANIC CHEMISTRY.—A study of modern theories of valence and molecular structure; also of inorganic compounds, particularly the less common types, illustrated by suitable laboratory preparations. Prerequisites: Chemistry 261-262, or 206. 1, 3, or 4 s.h.

PROFESSORS VOSBURGH AND HILL

216. NUCLEAR CHEMISTRY.—Types and elementary theory of nuclear reactions and the considerations involved in the use of tracers in chemical studies. 1 s.h. Prerequisites: Chemistry 261-262; 262 may be taken concurrently. PROFESSOR HILL

233. INSTRUMENTAL ANALYSIS.—A study of physical measuring instruments in chemical analysis with special attention to optical instruments. One lecture and three laboratory hours. Prerequisites: Chemistry 70 and one year of physics. 2 s.h. (W)

ASSISTANT PROFESSOR STROBEL

234. PHYSICO-CHEMICAL METHODS OF ANALYSIS.—Discussion of physico-chemical principles as applied to instrumental methods of analysis, illustrated by laboratory experiments with emphasis on methods involving electrical techniques. One lecture and three laboratory hours. Prerequisites: Chemistry 70 and either 261-262 or 206; either of the latter may be taken concurrently. 2 s.h. (w)

ASSISTANT PROFESSOR STROBEL

251. QUALITATIVE ORGANIC ANALYSIS.—Systematic identification of organic compounds, including a study of solubilities and classification reactions. One lecture and six laboratory hours. With permission of the Director of Graduate Studies, graduate students may take three hours of laboratory work instead of six and receive 2 semester hours credit. Prerequisites: Chemistry 70 and 151-152. 3 s.h. (w)

PROFESSOR HAUSER

252. ADVANCED ORGANIC PREPARATIONS.—A laboratory course designed to supplement the student's knowledge of fundamental organic processes by a selected group of laboratory exercises accompanied by oral discussions of techniques and theories pertinent to the experiments. Five hours laboratory and lecture with lectures in alternate weeks. Prerequisite: Chemistry 70 and 151-152. 2 s.h. (w)

ASSOCIATE PROFESSOR BROWN

261-262. PHYSICAL CHEMISTRY.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics, 8 s.h., and Mathematics 51-52 or equivalent. 6 s.h.

PROFESSOR HOBBS

271. INTRODUCTION TO RESEARCH.—Lectures on the use of chemical literature, research methods, recording and publication of results, and other topics. One lecture. 1 s.h. (w)

ASSOCIATE PROFESSOR BROWN

275-276. RESEARCH.—The aim of this course is to give instruction in methods used in the investigation of original problems. It is open to seniors by permission of the Director of Undergraduate Studies. Nine hours a week and conferences. 3 or 6 s.h. (w)

PROFESSORS BIGELOW, BRADSHAW, GROSS, HAUSER, HILL, HOBBS, SAYLOR, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER

DEPARTMENTAL MAJOR

A. For the degree of A.B.

Prerequisites: Chemistry 1-2, Mathematics, 6 s.h.

Major Requirements: 22 s.h., including Chemistry 61, 70, 151-152, and an additional 6 or 7 s.h., which may be satisfied by 261-262 or by 206 together with 2 or 3 s.h. selected from courses 131, 233, 234 and 251.

Related Work: 20 s.h., including Physics 1-2 or Physics 41-42 with the remainder usually in Botany, Geology, Mathematics, Physics, or Zoology.

B. For the degree of B.S.

Prerequisites: Chemistry 1-2, Mathematics, 6 s.h.

Major Requirements: Chemistry 61, 70, 131, 151-152, 234, 251, 261-262.

Related Work: 18 s.h., including Physics, 8 s.h., and Mathematics 50, 51, and 52.

The language requirements must be satisfied by German and either French or Russian.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR HOOVER, CHAIRMAN; PROFESSOR DE VYVER, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSORS BLACK, HANNA, HUMPHREY, LANDON, RATCHFORD, SIMMONS, SMITH, AND SPENGLER; ASSOCIATE PROFESSORS JOERG, LEMERT, MCKENZIE, SAVILLE, AND SHIELDS; ASSISTANT PROFESSORS BELL, CARTTER, DEWEY, AND DICKENS; MESSRS. BOWDEN, GOFFMAN, HUNTLEY, PARTHEMOS, AND RING; MRS. KREPS

The courses offered by the Department are listed under three divisions, Economics, Accounting, and Business Administration.

In general, the Economics courses aim to develop in the student such critical and analytical skills as underlie the ability to understand economic problems and institutions, both in their contemporary and in their historical setting. While no particular vocational or professional goal is emphasized, these courses furnish the academic background necessary for many positions in industry, for work in the economic branches of government service, and for graduate study in economics and the social sciences.

Courses in Accounting and Business Administration, although more concerned with general principles than with specific applications, stress in greater measure than courses in Economics the knowledge and techniques useful to students definitely preparing for business careers. The student who majors in Accounting may elect courses in accountancy, business law, and related work, sufficient to qualify for admission to C.P.A. examinations.

Economics 51-52 must be passed by all students planning to elect further courses in Economics and Business Administration.

ECONOMICS

51-52. PRINCIPLES OF ECONOMICS.—6 s.h. (E & W)

STAFF

Sections of Economics 51 will be offered during the spring semester, and sections of Economics 52 will be offered during the fall semester.

103. TRANSPORTATION.—Essential features, problems, and competitive positions of rail, highway, air, and inland-water transportation, with most emphasis on rail transportation. Special attention is given to the economic significance of transportation, and to cost factors, rates and their economic effects and regulations. 3 s.h. (W)

PROFESSOR LANDON

132. THE ECONOMIC HISTORY OF THE UNITED STATES.—A study of the agricultural, industrial, commercial, and financial progress of the United States from colonial times to the present day. 3 s.h. (W)

PROFESSOR SMITH; ASSOCIATE PROFESSOR SAVILLE

149. INTERMEDIATE ECONOMICS.—This course develops methods of economic analysis beyond the principles level. Major emphasis is laid on the determination of price and distribution of income. These problems are studied in the context of both competitive and monopolistic market structures. 3 s.h. (W) STAFF

150. ECONOMIC THOUGHT SINCE ADAM SMITH.—A course of readings in the leading economic writers of the 19th and 20th Centuries. There will be weekly individual conferences, and occasional essays. Prerequisite: Economics 149 and permission of the department. 3 s.h. (W) ASSOCIATE PROFESSOR MCKENZIE; STAFF

152. GLOBAL GEOGRAPHY.—The subject matter involves resources patterns and world affairs, geonomic problems, geocultural problems, and geographic factors affecting geopolitical questions. 3 s.h. (E)

ASSOCIATE PROFESSOR LEMERT

153. MONEY, CREDIT AND BANKING.—This course begins with a study of the nature, characteristics, and functions of money, credit, and the commercial banking system. It covers also the history of commercial banking in the United States; the foundation, organization, and functions of the Federal Reserve System; the supervision and control of commercial banks; deposit insurance; and the value of money. 3 s.h. (W)

PROFESSOR SIMMONS; PROFESSOR RATCHFORD; ASSOCIATE PROFESSOR SAVILLE; ASSISTANT PROFESSOR DEWEY

155. LABOR PROBLEMS.—An examination of present-day labor problems followed by an intensive study of methods used by employers and workers in meeting those problems. 3 s.h. (W)

PROFESSOR DE VYVER; ASSISTANT PROFESSOR CARTTER

161. EUROPEAN ECONOMIC PROBLEMS.—This course deals with the losses and economic dislocations of the war, the problem of developing a new pattern of intra-European and world trade, the effort to stabilize prices, expand investments and production, and the effect of economic planning and controls. 3 s.h. (W)

PROFESSOR HUMPHREY

169. ECONOMICS OF CONSUMPTION.—Economic problems of the family. Factors determining choice; commercial and legal standards for consumer's goods; consumer credit and co-operation; income and standards of living. 3 s.h. (w)

ASSOCIATE PROFESSOR SAVILLE

186. LATIN-AMERICAN ECONOMICS.—Facts and factors in the economic structure and growth of the Latin-American nations; population, labor productivity, and standards of living; problems of industry, agriculture, and mining; transportation and public utilities; monetary and fiscal policies; the migration of capital; economic thought and institutions. 3 s.h. (w)

PROFESSOR SMITH

187. PUBLIC FINANCE.—This is a general course in the principles of public finance. It covers the constitutional, economic, and administrative aspects of public revenues, public expenditures, public debts, and intergovernmental fiscal relations. Special attention is given to current trends and problems. 3 s.h. (w)

PROFESSOR RATCHFORD

189. BUSINESS AND GOVERNMENT.—An examination of the public policies which most directly affect the operation of competition in the business world. The course considers the leading philosophies of public control and economic development, the validity of their presuppositions, and their influence on legislation, court decisions, and administrative law. 3 s.h. (w)

ASSISTANT PROFESSOR DEWEY

193. ECONOMIC SYSTEMS.—A study of alternative economic systems. An historical and analytical study of the basic elements of capitalism and of collectivist types of economic systems. Particular attention is given to an analysis of the economic system of Soviet Russia. Credit for this course will be given only if the student takes Economics 194. Prerequisite: permission of the department. 3 s.h. (w)

[Not offered in 1956-57.]

PROFESSOR HOOVER

194. ECONOMIC FUNCTIONS OF THE STATE.—A continuation of Economics 193. A consideration of the economic functions of society and of the contrasting roles of the state in the various economic systems in carrying on these functions. The Nazi system, the quasisocialized economics of Europe, as well as the modifications of old-style capitalism in the United States are analyzed. Prerequisite: Economics 193. 3 s.h. (w)

PROFESSOR HOOVER

[Not offered in 1956-57.]

201. SENIOR SEMINAR IN ECONOMICS.—Problems in theory and applied economics. Readings, reports, and discussion of selected topics. For majors in Economics, with consent of the Department. 3 s.h. (w)

STAFF

204. ADVANCED MONEY AND BANKING.—Structure and functioning of the monetary and banking mechanism. Presupposes a thorough grounding in the field. Particular attention is given to significant areas involving issues of economic policy. Primary emphasis is placed upon the underlying basis of monetary management and upon its implementation by the central banking authorities. 3 s.h. (w)

PROFESSOR SIMMONS

217. POPULATION PROBLEMS AND RESOURCES.—Survey of population theory and policy. Study of national and international trends in population—growth and resource-use, together with analyses of their economic and social implications. 3 s.h. (w)

PROFESSOR SPENGLER

218. BUSINESS CYCLES.—A study of the various types of cyclical movements in industry, with special emphasis on cycle theory and methods of controlling or modifying business cycles. 3 s.h. (w)

PROFESSOR HUMPHREY

219. ECONOMIC PROBLEMS OF UNDER-DEVELOPED AREAS.—Consideration and analysis of the economic and related problems of under-developed countries. Some attention will be given to national and international programs designed to accelerate the solution of these problems. 3 s.h. (w)

PROFESSOR SPENGLER

231. ECONOMIC HISTORY OF EUROPE.—The economic development of Europe from medieval times to the present, treating such topics as the guilds, mercantilism, money, banking, crises, the Industrial Revolution, the interrelationships of government and business, and the economic consequences of war. 3 s.h. (w)

PROFESSOR SMITH

233. STATE AND LOCAL FINANCE.—A study of expenditures, taxation, and financial administration in state and local governments with emphasis on current problems. Special attention will be given to research methods and materials and to the financial relations between state and local governments. Prerequisite: Economics 187 or consent of instructor. 3 s.h. (w) PROFESSOR RATCHFORD

237-238. STATISTICAL METHODS.—A study of statistical methods appropriate for dealing with problems in business and the social sciences. In addition to developing more thoroughly the subjects considered in *Business Statistics*, the following methods will be considered: simple, multiple, partial, and curvilinear correlation; curve fitting; probability; sampling distributions; and statistical inference. Prerequisite: Economics 138 or consent of the instructor. Either semester may be taken for credit. 6 s.h. (w) PROFESSOR HANNA

240. NATIONAL INCOME.—A critical survey of the conceptual framework and structure of national income and its components, the reliability of national income estimates, and their use in analyzing questions of economic policy. 3 s.h. (w) PROFESSOR HANNA

243. MATHEMATICAL ECONOMICS.—A systematic survey of mathematical economic theory. The principal topics are conditions of static equilibrium, including stability conditions, dynamic models using difference equations, and linear production models of input-output analysis and activity analysis. 3 s.h. (w) ASSOCIATE PROFESSOR MCKENZIE

244. INTRODUCTION TO ECONOMETRICS.—The theory of statistical model building in economics. The identifiability of parameters in a system of linear difference equations. The statistical estimation of parameters. The design of dynamic economic models. 3 s.h. (w) ASSOCIATE PROFESSOR MCKENZIE

256. LABOR LEGISLATION AND SOCIAL INSURANCE.—A study of the relations of the state to labor problems with special reference to remedial legislation, to interference in labor disputes, and to social insurance. Prerequisite: Economics 155 or with the consent of the instructor. 3 s.h. (w) PROFESSOR DE VYVER
[Not offered in 1956-57.]

257. DYNAMICS OF THE LABOR MOVEMENT.—A study of the forces which have shaped the growth of the labor movement. Special emphasis on the origin of modern trade unionism, relating its growth with western philosophic developments, and with the changing economic and social structure of society in Europe and America. 3 s.h. (w) ASSISTANT PROFESSOR CARTER

262. TRADE UNIONISM AND COLLECTIVE BARGAINING.—An intensive survey of the trade union as an economic institution is followed by a study of the principles and problems of union-management relationship as found in collective bargaining. Prerequisite: Economics 155 or equivalent. 3 s.h. (w) PROFESSOR DE VYVER
[Not offered in 1956-57.]

265. INTERNATIONAL TRADE AND FINANCE.—A study of the fundamental principles of international trade and foreign exchange. Subjects covered will include international specialization, balance of payments, foreign investments, tariffs and commercial policies, exchange control, exchange rates, and international monetary problems. 3 s.h. (w) PROFESSOR HUMPHREY

268. COMPETITIVE VERSUS MONOPOLISTIC ENTERPRISE.—A study of monopoly and imperfect competition as disturbances of a free, self-regulating market economy in an individualistic democratic political system; of the possibilities of public and private action respecting the preservation of these systems; and of the implications of planning and public welfare policies. 3 s.h. (w) ASSISTANT PROFESSOR DEWEY

[Not offered in 1956-57]

ACCOUNTING

57-58. PRINCIPLES OF ACCOUNTING.—Principles of single proprietorship, partnership, and corporate accounting. Designed to give the student some insight into accounting techniques and an understanding of financial statements, their

preparation and interpretation. Supervised laboratory attendance optional. 6 s.h. (w) STAFF

60. GENERAL ACCOUNTING.—A one semester course in accounting principles designed for economics majors and other non-business administration students who desire some understanding of basic accounting concepts. This course must be taken in the sophomore or junior year. Students may not receive credit for both Course 60 and Course 57-58. 3 s.h. (w) ASSISTANT PROFESSOR DICKENS; PROFESSOR DE VYVER

147. ACCOUNTING FOR CONTROL.—This course traces the ways and means of executive control through statistics and industrial accounting. Emphasis is placed upon controlling business enterprises through cost accounting, financial reports, and other techniques. This course is not open to accounting majors. Prerequisite: Economics 57-58. 3 s.h. (w) PROFESSOR BLACK

171-172. ADVANCED ACCOUNTING.—Advanced accounting theory and practice applied to the managerial problems of valuation and operation in corporations, consolidations, mergers, and liquidations. Open to students who have completed Economics 57-58. 6 s.h. (w) ASSOCIATE PROFESSOR SHIELDS

173-174. AUDITING, THEORY AND PRACTICE.—This course is primarily concerned with preparing the student to enter public accounting practice, but some attention is given to internal auditing. During the first semester, auditing techniques and methods are studied through the use of an audit practice set. The work of the second semester deals with matters of auditing and accounting policy examined from the standpoints of the supervising accountant, the business manager, and the investor. Prerequisite: Economics 171-172 and the permission of the department. 6 s.h. (w) ASSISTANT PROFESSOR BELL

175-176. C.P.A. REVIEW.—Thorough practice in classroom to prepare candidates for the Certified Public Accountant examination. The object is to train students to apply accounting principles and to work in classroom under substantially the same conditions as in the examination room. Practical accounting problems, auditing analysis and theory of accounts. Prerequisite: Economics 171-172 and permission of the department. 6 s.h. (w) PROFESSOR BLACK

Those who do not wish credit may take Economics 175-176 for \$25.00 per semester.

177. INCOME TAX ACCOUNTING.—A study of the accounting principles involved in the management of business enterprise under the requirements of Federal income tax laws. Practice is given in the preparation of tax returns. Prerequisite: Economics 171-172 or permission of the instructor. 3 s.h. (w) ASSOCIATE PROFESSOR SHIELDS

178. ACCOUNTING SYSTEMS.—A presentation of the design and use of basic accounting procedures as applied to specialized business needs. Field trips to selected business units will be arranged. Prerequisite: Economics 171-172 and the permission of the department. 3 s.h. (w) ASSISTANT PROFESSOR DICKENS

180. GOVERNMENT ACCOUNTING.—Accounting principles and methods used in the control and administration of governmental units. Emphasis is placed upon state, county, and municipal governments. Prerequisite: Economics 57-58 and permission of the instructor. 3 s.h. (w) ASSOCIATE PROFESSOR SHIELDS
[Not offered in 1956-57.]

275-276. ADVANCED INDUSTRIAL ACCOUNTING AND MANAGEMENT.—A comprehensive examination of the rationale and techniques of control methods used in industry. Emphasis is laid on a critical evaluation of the practices followed by job-order, process, and standard costing as well as the economics of overhead costs. Prerequisites: Economics 171-172 and permission of the Department. 6 s.h. (w) PROFESSOR BLACK

BUSINESS ADMINISTRATION

11. ECONOMIC GEOGRAPHY.—A course in regional economic geography embracing the study of the world's major geographic regions, their present and poten-

tial production of food and raw materials for manufacture, and the relationship between these factors and the development of manufacturing industries, cities, and commerce. Offered both semesters. 3 s.h. (E & W) ASSOCIATE PROFESSOR LEMERT

105. INDUSTRIAL MANAGEMENT.—This course deals primarily with the elements and problems of managing the operations of an industrial firm. Topics treated include the functions and responsibilities of management, qualities required in executives, organization, location, the physical plant, materials control, the planning and control of operations, industrial and market research, personnel, budgeting, purchasing, and records and reports. Offered both semesters. 3 s.h. (w)

PROFESSOR LANDON AND ASSOCIATE PROFESSOR JOERG

109. THE ECONOMIC GEOGRAPHY OF LATIN AMERICA.—This course involves comprehensive study of the resources and people of Mexico, the West Indies, and Central and South America. Special emphasis is placed upon the possibilities and limitations of increases in trade between the United States and the leading Latin-American countries. Prerequisite: Economics 51-52 or permission of the department. 3 s.h. (E)

ASSOCIATE PROFESSOR LEMERT

115. FUNDAMENTALS OF GEOGRAPHY.—A study of geographic influences consisting of location, maps and their interpretation, climate, topography, soils, minerals, bodies of water, plants, animals, and the works of man. This course is required of all students in the Elementary School Teaching program, and is also recommended for those intending to specialize in foreign trade or the diplomatic service. Prerequisite: Economics 51-52 or permission of the department. 3 s.h. (E)

ASSOCIATE PROFESSOR LEMERT

116. PRINCIPLES OF ECONOMIC GEOGRAPHY.—A study of the economic resources of the world; the products of the agricultural and manufacturing industries; trade routes and trade centers; and influence of geographic factors on the economic development of nations. This course is recommended for those intending to specialize in foreign trade or the diplomatic service. Prerequisite: Economics 115. 3 s.h. (E)

ASSOCIATE PROFESSOR LEMERT

120. ECONOMIC GEOGRAPHY OF THE PACIFIC.—The physical influences, natural resources, and economic activities of Asia, Oceania, and portions of the western coasts of North and South America with special emphasis upon their relationship to present developments. Prerequisite: Economics 51-52 or permission of the department. 3 s.h. (E)

ASSOCIATE PROFESSOR LEMERT; PROFESSOR TUTHILL

138. BUSINESS STATISTICS.—A survey of the principal statistical methods and their application to economics and business administration. The course deals with collection of statistical data, construction of statistical tables and charts, and a brief study of the fundamental statistical concepts and techniques. Offered both semesters. 3 s.h. (w)

PROFESSOR HANNA; ASSOCIATE PROFESSOR SAVILLE; MR. HUNTLEY

Open to juniors and to sophomores in the second semester. Not open to seniors except with the permission of the Director of Undergraduate Studies.

143. CORPORATION FINANCE.—Principles and problems in the financial organization of corporations; the study of corporate securities, the management of capital, the distribution of earnings; industrial combinations; insolvency and reorganization. Though not a prerequisite, Economics 57-58, Principles of Accounting, or Economics 60, General Accounting, are recommended to students electing this course. Offered both semesters. 3 s.h. (w)

ASSOCIATE PROFESSOR JOERG AND

ASSISTANT PROFESSOR BELL

144. INVESTMENTS.—A study of the investment policies of individuals and institutions; the securities markets; sources of investment information and data; the analysis and interpretation of financial statements. Prerequisites: Economics 57-58 or 60, and 143. 3 s.h. (w)

ASSOCIATE PROFESSOR JOERG

158. INSURANCE.—The development and basic principles of insurance. This course covers such topics as business uses, policy contracts, costs, and regulation of insurance. Life and fire insurance are emphasized. 3 s.h. (w)

ASSOCIATE PROFESSOR SAVILLE

168. **MARKETING.**—The topics covered in this course include the economic importance of markets and the marketing system; marketing functions; organization, and methods, price policies; finance; speculation; market research and the planning of marketing activities; co-operative marketing; criticism of marketing and means for improvement; and regulation. 3 s.h. (w)
PROFESSOR LANDON

181. **BUSINESS LAW.**—The fundamental principles of law as applied to routine business transactions. The topics presented are: contracts, negotiable instruments, forms of business organizations. 3 s.h. (w)
ASSISTANT PROFESSOR BELL; MR. RING

182. **BUSINESS LAW.**—A continuation of 181. The topics presented are: agency, bailments, sales, and related principles. 3 s.h. (w)
ASSISTANT PROFESSOR BELL; MR. RING

184. **COMMERCIAL LAW FOR ACCOUNTANTS.**—A review and summation of commercial law principles as they apply to accounting theory and practice. Emphasis will be placed upon the commercial law sections of the Certified Public Accountant examinations. Students are admitted to the course by permission of the instructor. *For seniors.* 3 s.h. (w)
PROFESSOR BLACK

188. **PERSONNEL MANAGEMENT.**—A study of the fundamental principles and problems of labor management and of collective bargaining under modern industrial conditions and under existing labor legislation. 3 s.h. (w)
PROFESSOR DE VYVER

191. **BUSINESS POLICY.**—An integrating course, where through analysis of a series of case problems from the top management viewpoint, the student is given practice in arriving at effective courses of action to solve business problems. To complete this course satisfactorily the student will be required to draw upon the institutional knowledge and techniques acquired in the other courses in the Department. Prerequisites: Business Administration requirements through the junior year. 3 s.h. (w)
STAFF

DEPARTMENTAL MAJORS

1. ECONOMICS

A. *Prerequisites:*

1. Students are urged although not required to take Mathematics 5 as partial fulfillment of the Minimum Uniform Requirements in the Natural Sciences and Mathematics.

2. Economics 51-52.

B. *Number of hours needed:* 24 hours in addition to Economics 51-52.

1. Required courses—Economics 149

Economics 153

2. Electives—18 semester hours of work in Economics (not Accounting or Business Administration) of which 9 semester hours shall be advanced courses in the Department.

C. *Related Work:*

1. Number of hours needed: 18 hours.

2. Required courses: one of the following—

Economics 57-58 Principles of Accounting

Economics 60 General Accounting

Economics 138 Business Statistics

3. Departments in which related work is usually taken:

Mathematics, Psychology, the social sciences and Business Administration.

In special cases courses taken in other departments may be counted as related work with the approval of the department and the dean.

2. ACCOUNTING

For the requirements for a major in Accounting, see specialized programs of this Bulletin.

3. BUSINESS ADMINISTRATION

For the requirements for a major in Business Administration, see specialized programs.

The suggested programs for Accounting and Business Administration as described on page 93 of this Bulletin are the requirements for majors in these two fields.

EDUCATION

PROFESSOR CARTWRIGHT, CHAIRMAN; PROFESSOR CARR, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSORS BOLMEIER AND CHILDS; ASSOCIATE PROFESSORS EASLEY, MCLENDON, PETTY, RUDISILL, STUMPF, AND WEITZ; ASSISTANT PROFESSORS COLVER, GEHMAN, AND REYNOLDS; ASSOCIATE PROFESSOR INGLES, DIRECTOR OF NURSING EDUCATION; PROFESSORS CLARK AND JACOBANSKY, AND ASSISTANT PROFESSORS BROCKER, MOSES, AND ZUKOWSKI

Courses in the Department of Education are designed for two groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life-work, and (2) students who desire to study the school as an outstanding social institution. The courses listed in Nursing Education are for students preparing to teach in schools of nursing.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 84 and 88 for their introductory work in the Department and then to elect further work in accordance with their special interests. Students who expect to teach in the public schools should plan their courses in accordance with the general regulations set forth under Teaching. *All prospective teachers must enroll in courses 84 and enroll in courses 84 and 88, preferably beginning before their junior year. They are then required to complete courses 103, 118, and 101-102 or 215-2 6 in their senior year.*

1. ORIENTATION IN STUDY AND STUDY HABITS.—A course for freshmen whose high-school and other records indicate the need for help in working out satisfactory study methods and in adjusting to college life. Note-taking from reading and lectures, time planning, remedial reading, and pertinent principles of the psychology of learning are among the matters considered. *Either semester. 3 s.h. (w)*

[Not offered in 1956-57.]

5. DEVELOPMENTAL READING.—A course consisting of study and practice for the improvement of the reading and study skills. Work is provided in such areas as vocabulary, speed of comprehension, critical interpretation, organization of ideas, and versatility of method in reading for different purposes. 3 s.h. (w)

ASSOCIATE PROFESSOR RUDISILL

84. SOCIAL FOUNDATIONS OF EDUCATION.—This course is the first of four intended to give the student a thorough survey of the place and function of education and an understanding of the school as a social institution. It is an introductory course emphasizing those historical, philosophical, and sociological factors which explain trends in American education. *Either semester. 3 s.h. (w & e)*

PROFESSORS CARTWRIGHT; ASSOCIATE PROFESSORS STUMPF AND MCLENDON

NOTE: Courses 84, 88, 103, and 118 constitute a sequence of 12 hours in Education required of all prospective teachers. Students who intend to teach in the elementary school should confer with Professors Carr or Petty and students who intend to teach in the secondary school should confer with Professors McLendon or Reynolds in order to work this sequence into their schedules. See courses under Nursing Education for modified sequence of courses for students preparing to teach in schools of nursing.

88. EDUCATIONAL PSYCHOLOGY: LEARNING AND MEASUREMENT.—This course and Education 118 constitute a general introduction to the field of Educational Psychology. This course deals with (1) the psychology of learning, including: the nature of the learning process; general principles or laws of learning; the course of learning and forgetting; factors influencing efficiency in learning and retention; and the transfer of training; and (2) measurement, including: the basic concepts in the measurement of intelligence; standardized achievement tests;

the extent and significance of individual differences in ability and performance. Opportunity will be afforded for examination and study of a variety of tests of intelligence and achievement. *Either semester.* 3 s.h. (E)

ASSOCIATE PROFESSORS EASLEY AND RUDISILL;
AND ASSISTANT PROFESSOR GEHMAN

See note following course 84.

101-102. ELEMENTARY EDUCATION: PRINCIPLES AND PRACTICE.—The study of the nature, subject matter, and methods of elementary education. The course is designed to give prospective elementary teachers an understanding of basic principles and practices in the organization of instruction and of subject matter for the primary and grammar grades of the public school. Students may elect primary or grammar-grade work, according to their special interests. The specific problems which arise in the student teachers' experiences are treated in group and individual conferences. *For seniors only.* 9 s.h. (E)

PROFESSOR CARR AND ASSOCIATE PROFESSOR PETTY

NOTE: Education 101-102, 103, and 118 constitute a semester's work during the senior year.

103. ORGANIZATION AND MANAGEMENT OF THE SCHOOL.—An introduction to the problems of school organization and administration which are of particular concern to the classroom teacher. Although federal and state control over education is briefly reviewed, the main consideration is the local school system. Considerable attention is given to the administration of teaching personnel, pupil personnel, and the program of studies. *Either semester.* 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE PROFESSOR STUMPF

See notes following course 84, 101-102, 215-216.

118. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGICAL DEVELOPMENT.—This course traces the psychological development of the individual from infancy to maturity. The principal topics considered are: the interdependence of hereditary and environmental factors in development, the nature of the development process, the establishment of the early basic patterns of behavior, changes and conditions producing these changes throughout childhood and adolescence to maturity, and the origin and treatment of minor behavior disorders. Not open to students who have had Psychology 121 or 126. Prerequisite: three semester hours in psychology or educational psychology. *Either semester.* 3 s.h. (E)

ASSOCIATE PROFESSOR EASLEY AND ASSISTANT PROFESSOR GEHMAN

See notes following course 84, 101-102, 215-216.

142. CHILDREN'S LITERATURE.—Students enrolled will be allowed to specialize in literature of either the primary or the grammar grades. 3 s.h. (E)

PROFESSOR CARR AND ASSOCIATE PROFESSOR RUDISILL

161. INTEGRATED ART IN THE PUBLIC SCHOOL.—Work in materials and methods as applied in two dimensional art. (Required of all students intending to teach in the elementary school.) 3 s.h. (E)

MR. STARS

162. PLASTIC ART IN THE PUBLIC SCHOOL.—Work in basic three dimensional art, giving an understanding of different sculptural media with special emphasis on ceramics. The course is designed for students in elementary and secondary art education, and will provide credit toward the North Carolina Elementary and Secondary Teaching Certificates. 3 s.h. (E)

MR. STARS

164. VOCAL MUSIC IN THE PUBLIC SCHOOL.—Materials and methods of teaching vocal music in the junior and senior high schools; emphasis on organization, administration, and performance of school choirs and ensembles; care of the changing voice. 3 s.h. (E)

ASSISTANT PROFESSOR SAVILLE

[Not offered in 1956-57.]

166. INSTRUMENTAL MUSIC IN THE PUBLIC SCHOOL.—Materials and methods of teaching instrumental music in the junior and senior high schools; emphasis on teaching technics, repertoire, organization, and administration of the instrumental curriculum. 3 s.h. (E)

ASSOCIATE PROFESSOR BONE

201. **TEACHING AND SUPERVISION OF ARITHMETIC.**—Special attention is given to the number system, the fundamental operations (with whole numbers, fractions, and decimals), percentage, and measurements. Considered also are the meaning theory, methods of teaching, problem solving, evaluation, practice and drill, and selection and gradation of arithmetical contents. The course is designed for teachers and supervisors in the elementary school. 3 s.h. (E)

ASSOCIATE PROFESSOR PETTY

203. **PRINCIPLES OF SCHOOL ADMINISTRATION.**—The fundamental facts and procedures of school administration, an analysis of the problems and policies of the organization and direction of a local school system and the functions of the various school officials. Prerequisite: six semester hours in education. 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE PROFESSOR STUMPF

205. **CURRICULUM PROBLEMS IN SECONDARY EDUCATION.**—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. 3 s.h. (E)

PROFESSOR CHILDS

215-216. **SECONDARY EDUCATION: PRINCIPLES AND INTERNSHIP.**—A one-semester course, the first half of which is devoted to an intensive study of principles, curriculum, and methods in secondary education. The second half consists of supervised internship in public junior or senior high schools. Students carrying this course for credit toward a master's degree will be required to take six hours of senior or graduate work in addition to the normal degree requirements. *Either semester.* 9 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON AND

ASSISTANT PROFESSOR REYNOLDS

Note: Education 215-216, 103, and 118 constitute a semester's work during the senior year.

224. **TEACHING THE SOCIAL STUDIES IN ELEMENTARY SCHOOLS.**—This course treats objectives, curriculum trends, methods, and materials in elementary-school social studies. Topics receiving emphasis include unit-planning, use of textbook, the reading program, the using of community resources, audio-visual materials, dealing with controversial issues, teaching time and place concepts, and evolution. Opportunity is provided for teachers to work on their own school problems in the social studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

225. **THE TEACHING OF HISTORY AND THE SOCIAL STUDIES.**—Evaluation of the objectives, content, materials, and methods in the teaching of History and the Social Studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

226. **TEACHING READING IN THE ELEMENTARY SCHOOL.**—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. Practice is provided with elementary-school children suffering reading retardation, in testing, diagnosis, and daily remedial teaching. 3 s.h. (E)

ASSOCIATE PROFESSOR RUDISILL

228. **IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES.**—An advanced treatment of curriculum, methods, and materials in the social studies. Individuals will concentrate on subjects and grade levels of their choice. 3 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON

232. **SUPERVISION OF INSTRUCTION.**—A survey of supervision as a means of improving instruction and adapting the curriculum to the learner and to community needs. 3 s.h. (E)

PROFESSOR CARR AND ASSOCIATE PROFESSOR MCLENDON

234. **SECONDARY-SCHOOL ORGANIZATION AND ADMINISTRATION.**—This course is designed especially for principals, teachers, and other prospective members of the secondary-school staff. The scope of secondary education is considered to encompass junior high school, regular high school, senior high, and junior college. Special treatment is given to the problems of internal organization and management. 3 s.h. (E)

PROFESSOR BOLMEIER

236. TEACHING READING IN THE SECONDARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. Practice is provided with secondary-school children suffering reading retardation, in testing, diagnosis, and daily remedial teaching. For secondary-school teachers of all subjects who wish to improve the reading and study habits of their students. 3 s.h. (E) ASSOCIATE PROFESSOR RUDISILL

240. EDUCATIONAL AND OCCUPATIONAL INFORMATION.—A study of the sources of occupational and educational information: methods of securing and organizing occupational information; methods of providing vocational and educational information to students through career days, college conferences, class activities, and individual counseling; methods of making job analyses and community occupational surveys. 3 s.h. (w) ASSISTANT PROFESSOR COLVER

241. PRINCIPLES OF GUIDANCE.—An historical survey of the philosophies of guidance; a study of the interrelationships between instruction, administration, and guidance in education. Prerequisite: 6 hours of psychology or educational psychology. 3 s.h. (w) ASSISTANT PROFESSOR COLVER

246. THE TEACHING OF MATHEMATICS.—This course deals with such topics as aims, curriculum, course and lesson planning, and classroom procedure for teaching secondary-school mathematics. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

253. SCHOOL LAW.—The primary purpose of this course is to familiarize prospective school administrators and teachers with the legal features of school organization and administration. Although some attention is given to constitutional and statutory provisions, the main emphasis is upon court decisions relating to education. Students are expected to select appropriate problems in school law for intensive study. 3 s.h. (E) PROFESSOR BOLMEIER

258. EDUCATIONAL MEASUREMENTS.—A critical study of the principles and techniques involved in measurement in education with opportunity for individual research. Prerequisite: 12 semester hours in the Department, including a course in educational psychology. 3 s.h. (E) ASSOCIATE PROFESSOR WEITZ

267. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL.—This course deals with such topics as aims and values, curriculum materials, classroom and laboratory procedures, field trips, lesson planning, and grade placement for science teaching in the elementary school. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

276. THE TEACHING OF HIGH-SCHOOL SCIENCE.—Discussion, lectures and collateral reading, related to such topics as aims, tests, curriculum, classroom and laboratory procedure, field trips, course and lesson planning for secondary-school science. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

290. ADMINISTRATION OF SCHOOL PROPERTY.—Planning and management of the school plant and its equipment to meet instructional, health, and community needs for immediate and long-range purposes. This course is intended for teachers and principals as well as for superintendents. Areas to be treated include site selection; trends in design, lighting, ventilation and heating; custodial service and maintenance; and financing. 3 s.h. (E) ASSOCIATE PROFESSOR STUMPF
[Not offered in 1956-57.]

NURSING EDUCATION

101N. THE CURRICULUM IN THE SCHOOL OF NURSING.—The general principles of curriculum making and the factors which determine the content and organization of the nursing school curriculum are considered in this course. 3 s.h. (w) ASSOCIATE PROFESSOR INGLES AND ASSISTANT PROFESSOR MOSES

115N-116N. NURSING EDUCATION: PRINCIPLES AND PRACTICE.—A special section of Education 115-116. Principles of teaching applied to the nursing school situations and the planning and evaluation of instruction. Ninety hours of observation and of supervised teaching in the Duke University School of Nursing

are required. Four hours of conference, observation, and practice teaching are required each week. Before beginning practice teaching students must complete thirty hours of observation. 8 s.h. (w)

117N. COMMUNITY NURSING SERVICE.—Designed for administrators, teachers, and supervisors in schools of nursing. Emphasis is on the integration of out-patient departments and community social and health agencies into the nursing school curriculum and on the preparation of nurses for community service. 3 s.h. (w)
ASSISTANT PROFESSOR BROCKER

120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. 3 s.h. (w)
ASSOCIATE PROFESSOR INGLES AND
ASSISTANT PROFESSOR ZUKOWSKI

124N. NURSING EDUCATION: TEACHING OF THE NURSING ARTS.—In this course an effort is made to help prospective teachers to integrate the facts and principles of the natural, social, and medical sciences into the teaching of nursing arts. Though major emphasis is placed upon problems which are involved in teaching the first course, the concept of the nursing arts as an integral part of each clinical area is stressed. 3 s.h. (w)
STAFF

130N. PSYCHOSOMATIC NURSING.—A study of the close relationship between mind and body in all illness, and of the techniques of observation and interview, both experimental and therapeutic. Lectures, clinics, conferences, discussions and experience with patients. 4 s.h. (w)
ASSISTANT PROFESSOR ZUKOWSKI

131N-132N. PSYCHIATRY AND PSYCHIATRIC NURSING.—An advanced study with special emphasis on personality development and the preventive and therapeutic aspects of psychiatry and psychiatric nursing. In the second semester the management of practical situations of increasing complexity is stressed. Lectures, clinics, conferences, discussions and experience with patients. 8 s.h. (w)
ASSISTANT PROFESSOR ZUKOWSKI

133N. SEMINAR IN PSYCHIATRIC NURSING.—Special study of areas such as behavior problems of children, projective tests, group therapy, mental hygiene clinics, etc. 3 s.h. (w)
ASSISTANT PROFESSOR ZUKOWSKI

134N-135N. ADVANCED MEDICAL AND SURGICAL NURSING.—A study of the medical and surgical aspects of selected diseases, aimed at giving the student a better comprehension of the total care necessary to bring about the best possible results for patients. Lectures, discussions, case histories, and planned observation and experience with patients. 8 s.h. (w)
ASSOCIATE PROFESSOR INGLES

136N. SEMINAR IN MEDICAL OR SURGICAL SPECIALTY.—Directed study in a selected medical or surgical specialty. Each student works on a problem of major interest to her. Individual research in the collection of original material. 3 s.h. (w)
ASSOCIATE PROFESSOR INGLES

160N. SOCIAL FOUNDATIONS OF NURSING EDUCATION.—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and nursing education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h. (w)
PROFESSOR JACOBANSKY

192N. PRINCIPLES AND METHODS OF TEACHING IN SCHOOLS OF NURSING.—The primary purpose of this course is to help teachers in schools of nursing to understand and to utilize generally accepted principles of learning and to carry out a more effective teaching program in a school of nursing. Instruction is given in the planning of courses, in methods of teaching in classrooms and in hospital divisions, in construction of examinations, and in the utilization of other methods of determining the effectiveness of a teaching program. 3 s.h. STAFF

193N. WARD ADMINISTRATION AND TEACHING.—This course is designed to help head nurses better to understand their functions in planning and managing a program on a hospital division which will result in improved care of patients, greater satisfaction for professional and non-professional personnel, and a more adequate teaching program for students and others. 3 s.h. (w) PROFESSOR CLARK

195N. PERSONNEL WORK IN SCHOOLS OF NURSING.—The primary purpose of this course is to help head nurses and supervisors to develop greater understanding of the principles of human behavior and greater ability to apply these principles in working with patients and others on hospital divisions, and in establishing cooperative relationships with other departments of the hospital. 3 s.h. (w) PROFESSOR JACOBANSKY

DEPARTMENTAL MAJOR

Major Requirements: 1. Number of hours needed: 24 hours in the Department.
2. Required courses: 84, 88, 103, 118; and for elementary teachers, 101-102; for secondary teachers, 215-216.

Related Work: Sufficient work in subjects to be taught to meet certification requirements in state in which student intends to teach.

MATERIALS AND METHODS COURSES

Certain courses concerned with materials and methods in teaching the various subjects in the public school curriculum are listed in the proper subject matter department. These courses are intended to give credit on teaching certificates and are recommended by the Department of Education for such credit.

SCIENCE EDUCATION MAJOR

Students desiring to teach science in secondary schools should read the description of this program on page 89.

ENGLISH

PROFESSOR WARD, CHAIRMAN; PROFESSOR BEVINGTON, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR BOWMAN, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS BLACKBURN, BOYCE, BRINKLEY, GILBERT, GOHDES, IRVING, SANDERS, STEVENSON, AND TURNER; ASSOCIATE PROFESSORS FISHER, HARWELL, MITCHELL, PATTON, REARDON, AND WHITE; ASSISTANT PROFESSORS BEVINGTON, BUDD, FRASER, JORDAN, MICHALAK, POTEAT, SCHWERTMAN, SMITH, AND WETHERBY; DRS. ANDERSON, BROOKS, HENINGER, KOTTLER, LANE, MAJOR, REICHARD, SPENCER, AND WICKES; MRS. WILLIAMSON; MESSRS. CAPWELL, MORRIS, C. SMITH AND ZIMMERMAN

L. ENGLISH FUNDAMENTALS.—All freshmen whose scores on the placement tests indicate that they are not ready for English 1 must take this course. Students who fail in English L must repeat the course. Students who have earned credit in English L must also take English 1 and 2. 3 s.h. (w)

ASSISTANT PROFESSOR JORDAN AND MR. MORRIS

1-2. ENGLISH COMPOSITION.—All freshmen are required to take course 1 and course 2. (For exemptions, see Uniform Course Requirements, p. 91.)

Students who fail in English 1 or 2 must repeat the course in the following semester. Students in courses 1 and 2 who fail to make an average of "C" or better are strongly advised to earn credit for an additional course in English composition. 6 s.h. (E & W)

ASSOCIATE PROFESSOR BOWMAN AND STAFF

33. WRITING LABORATORY.—A non-credit course in elementary composition which may be elected by students who need it, or may be required of certain students under the conditions stated on page 90, "Deficiencies in Composition." Students may enter or leave this course at any time, at the instructor's discretion. (w)

MR. C. SMITH

53. ENGLISH COMPOSITION.—A course in advanced composition and grammar. Emphasis is placed first on the student's mastering the fundamental principles of English grammar and the other essentials of correct writing. Weekly themes are required. 3 s.h. (w) ASSISTANT PROFESSOR JORDAN

65-66. ENGLISH COMPOSITION.—A foundation course in imaginative writing, both prose and verse. Open to sophomores and in special cases to freshmen. The consent of the instructor is required. 6 s.h. (E) PROFESSOR SANDERS

E-93. ADVANCED COMPOSITION FOR ENGINEERS.—This course concentrates on those forms of writing most needed by men in technical fields, especially engineers. Among other types of writing, it includes business letters, technical reports, and semi-technical articles. Open to non-engineering students only upon consent of the instructor. Prerequisite: English 1 and 2. 3 s.h. (w)

ASSOCIATE PROFESSOR HARWELL AND DR. ANDERSON

101. EXPOSITORY ENGLISH COMPOSITION.—The course attempts to encourage fluency and accuracy in expository expression. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 3 s.h. (w)

103-104. ENGLISH COMPOSITION.—A course in descriptive and narrative writing. Class discussion of students' manuscripts, supplemented by a critical evaluation of a few selected short stories and by individual conferences with the instructor. Open to sophomores, juniors, and seniors. The consent of the instructor should be secured as early as possible in the spring semester. Prerequisites for English 104: English 103. 6 s.h. (E) PROFESSOR BLACKBURN

SPEECH AND DRAMA

118. PERSUASIVE SPEAKING.—The psychological and sociological techniques used in gaining acceptance of ideas through speech. Study is made of the factors influencing human behavior; audience analysis and motivation; choice, arrangement, and adaptation of material. Extensive practice in persuasive speaking. Prerequisite: English 151 or consent of the instructor. 3 s.h. (w) ASSISTANT PROFESSOR WETHERBY

119. HISTORY OF THE THEATRE.—The origin and development of drama, acting, and stagecraft from ancient Greece to the modern European and American theatre. Production problems of representative plays of the various periods will be discussed. Primarily for juniors and seniors, open also to sophomores approved by the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR REARDON

121. STAGECRAFT.—An introductory course on the technical aspects of play production: scenery, lighting, properties, make-up, and costuming. Lectures and laboratory. Laboratory work will be coordinated with the various productions of the Duke Players. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 3 s.h. (E)

ASSOCIATE PROFESSOR REARDON AND ASSISTANT PROFESSOR MICHALAK

122. PLAY PRODUCTION.—An introduction to the methods of producing a play: theatre organization, play selection, casting, and rehearsal. Lectures and laboratory. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 3 s.h. (E) ASSOCIATE PROFESSOR REARDON AND ASSISTANT PROFESSOR MICHALAK

139. THE SPEAKING VOICE.—The correction of minor functional speech disorders. The speech organs and their function. The International Phonetic Alphabet and its use. Drill in pronunciation, diction, vocal quality. Primarily for sophomores, juniors, and seniors; also open to freshmen with the consent of the instructor. 3 s.h. (E & w) ASSISTANT PROFESSORS SCHWERMANN AND WETHERBY
[Offered both semesters]

150. ORAL INTERPRETATION OF LITERATURE.—A study of poetry and certain types of prose, with practice in the technique by which they may be communicated to an audience. 3 s.h. (w) ASSISTANT PROFESSOR SCHWERMANN

151. ESSENTIALS OF PUBLIC SPEAKING.—A basic course in public speaking, designed to give the student the poise and confidence necessary to think and speak

freely before an audience. Particular attention is paid to the gathering and organization of speech materials and to oral presentation. 3 s.h. (E & W)

ASSOCIATE PROFESSOR REARDON AND ASSISTANT PROFESSORS SCHWERMAN,
[Offered both semesters] WETHERBY AND MICHALAK

152. ARGUMENTATION.—The principles of argumentation and debating. The techniques of analysis, investigation, evidence, reasoning, brief making, and refutation. Participation in class discussions and debates. Prerequisite: English 151 or consent of the instructor. 3 s.h. (W)
[Offered in the fall semester] ASSISTANT PROFESSOR WETHERBY

171, 172. RADIO BROADCASTING.—The theory and practice of radio broadcasting. The purpose, preparation, and production of various types of radio programs. There will be experience before a microphone in a studio situation. Laboratory work both semesters. Primarily for juniors and seniors; open also to sophomores approved by the instructor. 6 s.h. (W)

ASSISTANT PROFESSORS WETHERBY AND MICHALAK

ENGLISH AND AMERICAN LITERATURE AND LANGUAGE

55, 56. REPRESENTATIVE WRITERS.—The following works are studied in the first semester: Chaucer's Prologue to *The Canterbury Tales* and at least two tales, Shakespeare's *I Henry IV* and *King Lear* and one other play, John Donne's poems, Milton's *Paradise Lost* (selections) and some of the shorter poems; in the second semester; Pope's *Poems* (selections), Fielding's *Joseph Andrews*, Keats's *Poems and Letters*, Arnold's *Selected Poetry and Prose*, Dickens's *Bleak House*, Yeats's *Collected Poems*, Shaw's *Saint Joan*, and a twentieth-century novel.

PROFESSORS BEVINGTON, BLACKBURN, BOYCE, IRVING, SANDERS, AND STEVENSON;
ASSOCIATE PROFESSORS FISHER, HARWELL, AND PATTON; ASSISTANT
PROFESSORS FRASER, JORDAN, POTEAT, AND SMITH;
DRS. ANDERSON, BROOKS, HENINGER, KOTTLER,
LANE, MAJOR, AND SPENCER; MR. MORRIS

111, 112. EIGHTEENTH-CENTURY LITERATURE.—A study of the leading English poets, essayists, dramatists, and novelists from Swift to Blake, with the literary and social background. The major writers studied in the first term are Pope, Swift, Fielding, and Thomson; in the second term, Johnson, Goldsmith, Cowper, and Blake. Tests, discussions, and reports on outside readings. 6 s.h. (E)
PROFESSOR BOYCE AND DR. REICHARD

117. MILTON.—Milton's poetry and prose, together with their relation to the period and to other great works of literature. Lectures, discussion, occasional tests, one or two papers. 3 s.h. (E)
PROFESSOR BRINKLEY AND DR. MAJOR

123, 124. SHAKESPEARE.—In the first semester twelve plays, before 1600; in the second semester ten plays, after 1600. Occasional tests and one or two papers. 6 s.h. (E & W)
PROFESSOR BOYCE; ASSOCIATE PROFESSOR
BOWMAN; ASSISTANT PROFESSOR FRASER

125, 126. ENGLISH LITERATURE, 1789-1832.—The course begins with selections from the poetry of the forerunners of Romanticism. The chief emphasis in the first semester is on the work of the older Romantics: Wordsworth, Coleridge, Southey, Scott, and Lamb. In the second semester the chief emphasis is on the work of the younger Romantics: Byron, Shelley, Keats, Leigh Hunt, Hazlitt, and DeQuincey. Informal lectures and class discussion of assigned texts. A limited amount of outside reading is required and also some memory work. There are four tests each semester. 6 s.h. (E & W)
ASSOCIATE PROFESSOR PATTON AND DR. LANE

129, 130. ENGLISH NOVEL.—The work of the first semester covers the history of the novel through Scott; that of the second semester, from Dickens through Hardy. Lectures and book reports. 6 s.h. (E)
ASSOCIATE PROFESSOR MITCHELL
AND DR. REICHARD

131, 132. ENGLISH LITERATURE, 1832-1900.—A study of the chief English writers of poetry, prose, and drama from Carlyle to Yeats. The major writers studied in the first semester are Carlyle, Tennyson, Browning, Macaulay, Mill,

Newman, and Arnold; in the second semester, Ruskin, the Rossettis, Morris, Swinburne, Shaw, and Yeats, with selections from minor writers. Collateral reading from novels of the period. Lectures, discussions, tests, and reports. 6 s.h. (E & W)

PROFESSORS BEVINGTON AND SANDERS

134. CONTEMPORARY POETRY.—A reading course in the poetry of the twentieth century in England, Ireland, and America, beginning with Gerard Manley Hopkins, and William Butler Yeats. An anthology of modern poetry is read and discussed, supplemented by the wider reading of individual poets. Informal lectures and discussions with a critical paper for the term. Open to juniors and seniors, and occasionally to sophomores by special permission. 3 s.h. (E)

ASSISTANT PROFESSOR BEVINGTON

137, 138. AMERICAN LITERATURE.—A survey of American literature from colonial times to the present. Selections from the works of important authors are read, from Cotton Mather to Eugene O'Neill, and complete novels by Hawthorne, Melville, James, Howells, and others. The work of the first semester ends with the Civil War period. Lectures, monthly tests, and a term paper each semester. 6 s.h. (E & W)

PROFESSORS GOHDES AND TURNER; ASSISTANT PROFESSOR BUDD

141. CHAUCER.—*The Canterbury Tales* and the minor poems, with attention to their literary, social, and religious background. Lectures, discussions and reports. 3 s.h. (W)

DR. KOTTLER

142. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH.—A course in the materials and methods of teaching English in the Secondary Schools. 3 s.h. (E)

ASSISTANT PROFESSOR JORDAN AND ASSOCIATE PROFESSOR BOWMAN

143, 144. ENGLISH LITERATURE: ELIZABETHAN AND EARLY SEVENTEENTH CENTURY.—A study of the prose, poetry, and drama of the period. First semester: the emphasis in prose is on Sidney; in poetry, on Spenser and Shakespeare; in drama, on Marlowe and Jonson. Second semester: the emphasis in prose is on the English Bible, Bacon, Browne; in poetry, on Donne and on the early poems of Milton; in drama, on Webster and Ford. Lectures, tests, and one or two brief papers. 6 s.h. (E)

PROFESSOR BLACKBURN

153, 154. COMPARATIVE LITERATURE.—Important works in European literature are read in translation and related to similar documents in English literature. In the first semester are read: nine Greek tragedies, five of Plato's *Dialogues*, Vergil's *Aeneid*, Dante's *Inferno*, and Cellini's *Autobiography*; in the second semester, Machiavelli, Cervantes, Molière, Voltaire's *Candide*, Goethe's *Faust*, Dostoevski's *The Brothers Karamazov*, Ibsen's plays. Discussions, tests, reports. 6 s.h. (E)

PROFESSOR IRVING

155. MODERN EUROPEAN DRAMA.—The emphasis is on Ibsen, Strindberg, and Chekhov, and on the Free Theatre movements. Some quite recent plays will also be studied. 3 s.h. (E)

ASSOCIATE PROFESSOR WHITE

156. MODERN BRITISH AND AMERICAN DRAMA.—Types of drama are studied in relation to European origins and to contemporary scene. The students subscribe to *Theatre Arts*. 3 s.h. (E)

ASSOCIATE PROFESSOR WHITE

158. CONTEMPORARY FICTION.—Intensive reading in selected fiction since 1890, with emphasis on form and technique. Conrad, James, Lawrence, Kafka, Proust, Joyce, Huxley, and Faulkner. Lectures, discussions, reports on outside reading, and a term paper. 3 s.h. (W)

ASSISTANT PROFESSOR SMITH

161, 162. MODERN ENGLISH AND ITS BACKGROUNDS.—An elementary historical and descriptive study of the English language: patterns of change and growth, standards of usage and pronunciation. Some attention is given to the methods of linguistic inquiry and to the relations of philology to literary studies. The first semester is devoted chiefly to a historical study of written and spoken English, the second to a description of modern American English. Lectures, discussions, and short reports. 6 s.h. (E)

DR. KOTTLER

165. AMERICAN FICTION.—A survey of the American novel and short story in the nineteenth century, from Washington Irving to Henry James. Lectures, discussions, and a critical paper. 3 s.h. (E)
ASSISTANT PROFESSOR BUDD

166. AMERICAN FICTION.—A survey of the American novel and short story in the present century, centered around ten representative books. Lectures, discussions, and frequent quizzes. 3 s.h. (E)
ASSISTANT PROFESSOR BUDD

FOR SENIORS AND GRADUATES

203, 204. CHAUCER.—Reading and interpretation of the text; in the first semester the minor poems and *Troilus*; in the second, the *Canterbury Tales*. 6 s.h.
ASSOCIATE PROFESSOR FISHER

207-208. HISTORY OF THE ENGLISH LANGUAGE.—A survey of the language from Old to Present English, taking into consideration developments in phonology, morphology, syntax, and vocabulary. 6 s.h.
ASSOCIATE PROFESSOR FISHER

215, 216. ELIZABETHAN DRAMA.—Careful study of one or two major dramatists (Jonson or Beaumont and Fletcher) and extensive reading in the other writers (Heywood, Ford, Massinger, Marlowe, Middleton) with emphasis on the nature and qualities of their work in relation to its historical background. 6 s.h. (w)
PROFESSOR GILBERT

217. MILTON.—Milton's poetry and prose, with emphasis on the major poems. 3 s.h. (w)
PROFESSOR GILBERT

218. SPENSER.—The reading of Spenser's works, with chief attention to *The Faerie Queene*. 3 s.h. (w)
PROFESSOR GILBERT

219, 220. THE EIGHTEENTH CENTURY.—Swift, Pope, Defoe, Addison, Steele, and others are studied in the first semester; in the second, Gray, Johnson, Boswell, Goldsmith, the letter writers, and the early Romantic poets. 6 s.h. (w)
PROFESSOR IRVING

221, 222. ENGLISH LITERATURE OF THE EARLY NINETEENTH CENTURY.—The British Romantic poets and prose writers from Scott to the early Carlyle, with special attention to Wordsworth, Coleridge, and Keats. 6 s.h.
PROFESSOR STEVENSON

223, 224. ENGLISH LITERATURE OF THE LATER NINETEENTH CENTURY.—Some of the most important works of the period are discussed; the background is filled in by lectures and assigned reading. The first semester is devoted chiefly to Carlyle, Dickens, Thackeray, Tennyson, and Browning; the second semester to Arnold, Ruskin, Pater, George Eliot, Meredith, the Pre-Raphaelites, and Swinburne. 6 s.h. (w)
PROFESSOR STEVENSON

[Not offered in 1956-57.]

227. LITERARY CRITICISM.—A study of the Greek and Roman critics, in chronological order but with emphasis on their permanent value rather than on the mere history; also the Continental and English critics to about 1700. 3 s.h. (w)
PROFESSOR GILBERT

229, 230. AMERICAN LITERATURE, 1800-1870.—The writers emphasized in the first semester are Emerson, Thoreau, and Hawthorne; in the second semester, Poe and Melville. 6 s.h.
PROFESSOR TURNER

231. EMERSON.—A study of Emerson's ideas as reflected in selected examples of his essays and poems. 3 s.h.
PROFESSOR GOHDES

[Not offered in 1956-57.]

232. WHITMAN.—A detailed study of *Leaves of Grass* and of selected prose works. 3 s.h. (E)
PROFESSOR GOHDES

[Not offered in 1956-57.]

233. AMERICAN LITERATURE 1870-1900.—Selected works of the chief authors of the period, including Whitman, Lanier, Mark Twain, James, Howells, Crane, and Emily Dickinson. The lectures will deal with the social background as well as the literary trends and the careers of the major authors. 3 s.h. PROFESSOR GOHDES

234. AMERICAN LITERATURE OF THE TWENTIETH CENTURY.—Selected works of representative authors, including Dreiser, Edith Wharton, Mencken, Lewis, Willa Cather, O'Neill, Robinson, Frost, Eliot, Hemingway, and Faulkner. The lectures will deal primarily with literary trends as shaped by the social background. 3 s.h. PROFESSOR GOHDES

237. ENGLISH DRAMA, 1642-1800.—The heroic play and the comedy of manners of the Restoration; the important plays, serious and comic, of the eighteenth century. 3 s.h. PROFESSOR WARD

239. SHAKESPEARE.—A study of the plays and poems, with attention to sources, earlier criticism, and the work of Shakespeare's contemporaries. 3 s.h. PROFESSOR GILBERT

245. THE EIGHTEENTH-CENTURY NOVEL.—Richardson, Fielding, Smollett, and Sterne are emphasized. Some attention is given to earlier prose fiction and to other contributing literary patterns. 3 s.h. PROFESSOR BOYCE

251, 252. ENGLISH LITERATURE IN THE SEVENTEENTH CENTURY.—A survey course. The major works in prose, poetry, and drama from 1600 to the death of Dryden. 6 s.h. PROFESSOR WARD

[Not offered in 1956-57]

262. ENGLISH LITERATURE OF THE EARLY TWENTIETH CENTURY.—Representative work of leading writers from 1900 to 1930, in the fields of fiction, drama, poetry, and essay. Critical analysis of selected specimens, and discussion of types, themes, and trends. 3 s.h. PROFESSOR STEVENSON

[Not offered in 1956-57.]

269, 270. SOUTHERN LITERATURE.—The principal authors and the chief literary developments from the beginnings to the present. Emphasis in the first semester is on Byrd, Kennedy, Simms, Poe, Timrod, and the humorists; in the second on Lanier, Harris, Cable, Mark Twain, Ellen Glasgow, and Faulkner. Attention is given to the historical and cultural background and to literary relations extending outside the region. 6 s.h. PROFESSOR TURNER

[Not offered in 1956-57]

273. HAWTHORNE AND MELVILLE.—Extensive reading in the works of Hawthorne and Melville, and close study of selected writings. 3 s.h. PROFESSOR TURNER

274. AMERICAN HUMOR.—The development of the native tradition in the Down-East humorists and the humorists of the Old Southwest. Extensive reading in Mark Twain and his contemporaries, and some attention to the continuation of the tradition after Mark Twain. 3 s.h. PROFESSOR TURNER

[Not offered in 1956-57]

DEPARTMENTAL MAJOR

Prerequisite: English 1 and 2.

Major Requirements: Twenty-four semester hours in English and American literature including the following:

1. Six hours in English 55-56.
2. Six hours in one of five designated period courses (143-144, 111-112, 125-126, 131-132, 137-138).
3. Three hours in one of the major authors, Chaucer, Shakespeare, or Milton (203, 204, 141, 123, 124, 117).
4. Nine hours, distributed as follows:
 - (a) Three hours of English literature before 1800. Students who have chosen 143-144 or 111-112 for the period course may substitute any three-hour course approved by their adviser.
 - (b) Three hours of English literature after 1800. Students who have chosen 125-126 or 131-132 for the period course may substitute any three-hour course approved by their adviser.
 - (c) Three hours of American literature. Students who have chosen 137-138 for the period course may substitute any three-hour course approved by their adviser.

Related work: Eighteen semester hours, which may include appropriate courses in history, aesthetics, art, music, languages, literature in translation, philosophy, or courses in composition, dramatics, and speech. Related work must be taken in at least two departments.

Electives: Students may use 12 hours of their free electives for additional work in English and American literature. The maximum credit in such courses may not exceed 36 hours. A total of 54 semester hours' credit in the department is allowed. Students who are looking forward to graduate work should take as many of the period courses as possible. No more than five seniors may be admitted to any course on the 200 level.

FORESTRY

Students without a Bachelor's degree who are preparing for work in forestry as a profession should take the courses outlined under the Academic-Forestry Combination in the section on Requirements for Degrees. However, with the consent of the instructor in charge, certain forestry courses may be elected by students in other curricula provided they have had adequate preparation (see *Bulletin of the School of Forestry*).

Members of the sophomore, junior, and senior classes, whether or not registered in the Academic-Forestry Combination, may elect the following course:

52. PRINCIPLES OF FORESTRY.—Introduction to forestry in the United States; growth of trees and forests; social and economic problems in developing America's primary renewable natural resource; contribution of forests to the national economy. 2 s.h. (w)

ASSISTANT PROFESSOR STOLTENBERG

GEOLOGY

PROFESSOR BERRY, CHAIRMAN AND DIRECTOR OF UNDERGRADUATE STUDIES;
ASSISTANT PROFESSOR HERON AND MR. FURBISH

51. GENERAL GEOLOGY.—This course is designed to give a general view of the surface features of the earth, their origin, structure, and materials. Illustrative materials are studied in the laboratory. Excursions are made to neighboring points where the principles of the science are studied in the field. Three one-hour lectures or recitations and one three-hour laboratory. 4 s.h. (E)

ASSISTANT PROFESSOR HERON AND MR. FURBISH

52. GENERAL GEOLOGY.—This course is designed to give some knowledge of the chief events of the earth's history. Excursions will be made to suitable neighboring localities. Three one-hour lectures or recitations and one three-hour laboratory. Prerequisite: Geology 51. 4 s.h. (E)

ASSISTANT PROFESSOR HERON AND MR. FURBISH

55. STRUCTURAL GEOLOGY.—A study of the structural features of the earth's crust. Three one-hour lectures. Prerequisite: Geology 51, 52. 3 s.h. (E)

ASSISTANT PROFESSOR HERON

58. GEOMORPHOLOGY.—A detailed study of the process at work on the land surface and the topographic forms produced by them under different climatic conditions. This course includes practice in the interpretation of topographic maps. Three one-hour lectures or recitations and one three-hour laboratory. 4 s.h. (E)

PROFESSOR BERRY

101-102. MINERALOGY.—This course is devoted to a study of the fundamentals of crystallography and the crystal groups, using crystal models and crystallized minerals. Followed by the systematic study of about 175 important minerals. Determinative work includes exercises on sight recognition, identification by blow-pipe, and other physical and chemical tests. Excursions will be made to neighboring mineral localities. Three two-hour periods. Prerequisite: Chemistry 1-2 (can be taken concurrently). 8 s.h. (E)

PROFESSOR BERRY

151. ECONOMIC GEOLOGY.—Study of world distribution, geologic occurrence, and uses of important mineral deposits. Three one-hour lectures or recitations and one three-hour laboratory. Prerequisite: Geology 101-102. 4 s.h. (E)

PROFESSOR BERRY

152. **INTRODUCTORY PALEONTOLOGY.**—Systematic study of invertebrate paleontology, dealing mainly with generic characters of the fossil invertebrates and their use in identifying and correlating geologic formations. Three one-hour lectures or recitations and one three-hour laboratory. Prerequisites: Geology 51, 52, and Zoology 2. 4 s.h. (E) PROFESSOR BERRY

164. **INTRODUCTION TO GEOLOGIC MAPPING.**—An introduction to the fundamental principles and techniques used in geologic mapping, including applicable methods of surveying, the use of aerial photographs, the interpretation of geologic maps, and the solution of problems in geologic relationships. Field excursions will be made when possible. Two hours of lecture and three hours of laboratory each week. Prerequisites: Geology 51, 52, 55, 151. 3 s.h. (E)

ASSISTANT PROFESSOR HERON

DEPARTMENTAL MAJOR

Prerequisites: Chemistry 1-2; Zoology 2, Geology 51, 52.

Major Requirements: 1. Number of hours needed, 30 s.h. 2. Required courses, Geology 55, 101-102, 151, 152, 164. 3. Recommended courses, Geology 58.

Related Work: 1. Number of hours needed for A.B., 12 s.h.; for B.S., 18 s.h. 2. Required courses, 1 year Mathematics. 3. Departments in which related work is usually taken, Chemistry, Economics 115-116, Mathematics, Physics, Sociology 93, Zoology, and Engineering.

GERMANIC LANGUAGES AND LITERATURE

PROFESSOR SALINGER, CHAIRMAN; ASSOCIATE PROFESSOR MAXWELL, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR WILSON, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS SHEARS AND VOLLMER; AND DR. WILLIAM BARRETT

1-2. **ELEMENTARY GERMAN.**—6 s.h. (E & W)

ASSOCIATE PROFESSOR MAXWELL AND STAFF

3-4. **INTERMEDIATE GERMAN.**—6 s.h. (E & W)

ASSOCIATE PROFESSOR WILSON AND STAFF

51-52. **INTRODUCTION TO GERMAN LITERATURE.**—A third year course. Both literary and linguistic factors are combined with practice in the spoken language. 6 s.h. PROFESSOR SHEARS AND STAFF

For courses in the 100 and 200 group, which will be offered in 1956-57, please consult list furnished by Dean's office before registration. The only prerequisite for 100 group courses is German 3-4.

107, 108. **SCIENTIFIC GERMAN.**—The German language as used in the various contemporary sciences. 6 s.h. ASSOCIATE PROFESSORS MAXWELL AND WILSON

109, 110. **GERMAN PROSE FICTION.**—Origin and development of the German novel with special emphasis on the nineteenth century. 6 s.h.

ASSOCIATE PROFESSOR WILSON

115, 116. **GERMAN DRAMA OF THE NINETEENTH CENTURY.**—A study of leading dramatists from Kleist to Hauptmann. 6 s.h.

ASSOCIATE PROFESSOR WILSON

117, 118. **GERMAN CONVERSATION.**—A course in writing and speaking German for properly qualified students. 6 s.h.

PROFESSOR VOLLMER; ASSOCIATE PROFESSOR MAXWELL AND PROFESSOR SHEARS

119, 120. **GERMAN LITERATURE IN ENGLISH TRANSLATION.**—The great epochs in German literature studied through English translations of representative masterpieces. 6 s.h. PROFESSOR SALINGER

131, 132. **INTRODUCTION TO GOETHE.**—The reading of his early novels and epics and works pertaining to his life. 6 s.h. ASSOCIATE PROFESSOR MAXWELL

133, 134. **THE GERMAN LYRIC.**—A survey of the development of German lyric poetry, principally from Klopstock to Rilke (with some attention to mediaeval and early modern poets), seen as poetic reflection of German thought. 6 s.h.

PROFESSOR SALINGER

201, 202. **GOETHE.**—A study of his life and works in the light of his lasting significance to World Literature. 6 s.h.

PROFESSOR SALINGER

203, 204. **EIGHTEENTH CENTURY.**—Eighteenth-century German literature in its relation to contemporary European philosophy. 6 s.h.

PROFESSOR VOLLMER

207, 208. **GERMAN ROMANTICISM.**—The course covers the entire field of German romanticism from 1800 to 1850. 6 s.h.

PROFESSOR VOLLMER

209, 210. **KLEIST, GRILLPARZER, and HEBBEL.**—The development of the drama in Germany and Austria between Schiller and Naturalism. 6 s.h.

PROFESSOR SALINGER

211, 212. **HEINRICH HEINE AND HIS TIME.**—Heine's life and thought, and the contemporary European culture. 6 s.h.

PROFESSORS VOLLMER AND SALINGER

213, 214. **LITERATURE OF THE EMPIRE, 1871-1914.**—A study of the literature of this period with emphasis on a few leading writers. 6 s.h.

PROFESSOR SHEARS

DEPARTMENTAL MAJOR

1. Prerequisites: German 1-2 and 3-4.

2. Major Requirements: Twenty-four semester hours in the German Department. Twelve of these must be selected from the 200 courses. The remaining twelve may be selected from German 51-52 and any courses in the 100 group except 119-120.

3. Related Work: Eighteen semester hours, chosen from the Humanities with the approval of the German Department.

GOVERNMENT

See courses listed under Political Science.

GREEK

ASSOCIATE PROFESSOR TRUESDALE, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR ROSE, SUPERVISOR OF FRESHMAN INSTRUCTION;
ASSOCIATE PROFESSOR WAY

Courses 15, 121, 122, 131, 141, 142 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

1-2. **COURSE FOR BEGINNERS.**—Open to all students. 6 s.h. (w)

ASSOCIATE PROFESSOR TRUESDALE

15. **MYTHOLOGY.**—A study of Greek mythology and the use made of it in art and English literature. No knowledge of the Greek language is required. Open to freshmen as an elective in either semester. 3 s.h. (w & e)

ASSOCIATE PROFESSORS TRUESDALE AND WAY

53-54. **XENOPHON.**—*Anabasis*, Books I-IV. Open to students who have completed course 1-2. 6 s.h. (w)

ASSOCIATE PROFESSOR ROSE

105-106. **HOMER.**—*Iliad*, Books I-III. **PLATO.**—*Apology* and *Crito*. Open to students who have completed courses 1-2 and 53-54 or their equivalents. 6 s.h. (w)

ASSOCIATE PROFESSOR TRUESDALE

107-108. **EURIPIDES.**—*Medea*. **SOPHOCLES.**—*Oedipus Tyrannus*. **ARISTOPHANES.**—*Clouds*. Open to students who have completed the required preliminary work. 6 s.h. (w)

ASSOCIATE PROFESSOR WAY

117-118. GREEK PROSE COMPOSITION.—The character of this course is determined by the needs of the students enrolled. 3 s.h. (w) ASSOCIATE PROFESSOR ROSE

121, 122. GREEK LITERATURE IN ENGLISH TRANSLATION.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Aegean age; then, many of the extant plays of the three great tragic poets are studied in English translation. 6 s.h. (w & e)

ASSOCIATE PROFESSORS ROSE AND TRUESDALE

Students may elect course 122, whether they have taken course 121 or not.

131. HISTORY OF GREECE.—The history of the Greek world from the Late Bronze Age to the Macedonian conquest. Open to seniors, juniors, and (by arrangement) sophomores. No knowledge of Greek is required. 3 s.h. (e)

ASSOCIATE PROFESSOR WAY

141, 142. GREEK ART.—(May be treated as two semester-courses.) Open to seniors, juniors, and sophomores. A comprehensive survey of the development of Greek architecture and Greek sculpture in all periods. Course 141 is opened by a preliminary account of Egyptian, Mesopotamian, and Aegean artistic backgrounds. Course 142 is devoted chiefly to Greek art of the greatest period with the main emphasis on sculpture, and may be elected independently of course 141. All lectures are fully illustrated by slides. No knowledge of Greek is required. 6 s.h. (e)

ASSOCIATE PROFESSOR WAY

201-202. GREEK TRAGEDY.—6 s.h. (w)

ASSOCIATE PROFESSOR TRUESDALE

DEPARTMENTAL MAJOR

Prerequisite: Greek 1-2.

Major Requirements: A candidate for a major in Greek must complete 24 semester hours, including the following courses: Greek 53-54, 105-106, 107-108, 117-118, and 131.

Related Work: Eighteen semester hours selected from at least two other departments subject to the approval of the Greek Department. Appropriate courses are chosen usually in Latin, Philosophy, Art, and English.

Graduates of Duke University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$2,000. They are awarded mainly on the basis of examinations held in the beginning of February of each year.

HEALTH AND PHYSICAL EDUCATION

TRINITY COLLEGE AND THE COLLEGE OF ENGINEERING

MR. CAMERON, DIRECTOR; PROFESSOR AYCOCK, DIRECTOR OF UNDERGRADUATE STUDIES AND SUPERVISOR OF FRESHMAN INSTRUCTION; ASSISTANT PROFESSORS BLY, BRADLEY, COX, FALCONE, HARRISON, MONTFORT, AND PERSONS;
MESSRS. BUEHLER, COBB, DRAGO, AND GANT

REQUIRED PHYSICAL EDUCATION FOR MEN

A student must complete four semesters of physical education in order to fulfill graduation requirements.

All students are given a medical and physical examination before registration. Students who have physical handicaps must register in Corrective Physical Education. Students assigned to these classes will take work suited to their particular needs and capacities.

Students without defects will register in Physical Education 1 and 2 in their freshman year. The activities are selected from the following: Apparatus, combative games (fundamentals of basketball, soccer, volleyball), swimming and tumbling. Swimming is required each semester of freshman year.

After a student has completed Physical Education 1 and 2, he may complete his physical education requirement by electing and satisfactorily completing two courses from the following individual and team sports: 51. Apparatus-Tumbling; 52. Badminton; 53. Basketball-Handball; 54. Boxing-Wrestling; 55. Lacrosse-Soccer; 56. Swimming, advanced; 57. Tennis-Volleyball.

For information concerning gymnasium uniforms see page 191.

ELECTIVES IN PHYSICAL EDUCATION

The courses listed below are arranged to meet the increasing demand for teachers who are qualified to coach and teach Physical Education. They are open for credit only to students in the High School Teaching Program. These students may elect 15 semester hours from courses in this group. Six semester hours may be elected from the courses listed under Special Methods in Physical Education and 9 semester hours may be elected from the courses listed under Theory and Practice in Physical Education. The courses should be selected with the advice of the Director of Undergraduate Studies in order to meet the needs of the individual.

SPECIAL METHODS IN PHYSICAL EDUCATION

163. ATHLETIC COACHING IN SECONDARY SCHOOLS.—Theory and practice in the fundamentals of coaching baseball and track. Prerequisites: courses 1 and 2. Open to juniors and seniors. Sophomores by permission only. 3 s.h. (w)
MESSRS. CHAMBERS AND PARKER

164. ATHLETIC COACHING IN SECONDARY SCHOOLS.—Theory and practice in the fundamentals of coaching football and basketball. Prerequisites: courses 1 and 2. Open to juniors and seniors. Sophomores by permission only. 3 s.h. (w)
MR. CAMERON AND STAFF

THEORY AND PRACTICE IN PHYSICAL EDUCATION

65. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.—A study of the objectives and principles upon which physical education is based. The history of physical education is studied in order to show the changes in objectives, principles, and methods and as an aid in the interpretation of trends. Open to sophomores, juniors, and seniors. 3 s.h. (w)
PROFESSOR AYCOCK

172. RECREATIONAL LEADERSHIP.—Combative contests, games, mass athletics, supervision of community recreation. Open to juniors and seniors. Sophomores by permission only. 3 s.h. (w)
ASSISTANT PROFESSOR HARRISON

182. THE ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN SECONDARY SCHOOLS.—Presents the everyday problems that arise in the experience of the teacher of health and physical education. Open to juniors and seniors. 3 s.h. (w)
ASSISTANT PROFESSOR HARRISON

190. PROTECTIVE PRACTICES IN PHYSICAL EDUCATION.—A study of safety measures including training and first aid. Open to juniors and seniors. 3 s.h. (w)
MR. CHAMBERS AND ASSISTANT PROFESSOR MONTFORT

HEALTH EDUCATION

132. SCHOOL HEALTH PROBLEMS.—A course designed (a) to familiarize the teacher with school health problems such as physical screening, communicable disease prevention and control, healthful school environment; (b) to present methods and materials for health teaching in elementary and secondary schools. 3 s.h. (w)
PROFESSOR AYCOCK

WOMAN'S COLLEGE

PROFESSOR GROUT, CHAIRMAN AND DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR EDDY, SUPERVISOR OF FRESHMAN INSTRUCTION IN PHYSICAL EDUCATION; ASSISTANT PROFESSOR UHRHANE, SUPERVISOR OF FRESHMAN INSTRUCTION IN HEALTH EDUCATION; ASSOCIATE PROFESSORS BOOKHOUT AND LEWIS; ASSISTANT PROFESSOR HOLTON; MISS HEDGPETH, MRS. SMITH, MISS SPANGLER, AND MISS WOODYARD

A student must complete four semester hours of physical education in order to fulfill graduation requirements. Ordinarily work must be completed by the end of the sophomore year. Classes meet three times a week or the equivalent thereof.

Each semester is divided into two halves. In general, indoor activities are taught during the two winter half-semester and outdoor activities in the fall and spring.

Every student must take one course (half-semester) in dance and one in swimming if she is unable to pass the swimming test. The remaining work necessary to complete the requirement may be elected from the activities listed in this section.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual physical education and light sports are arranged for those who should not take the more active work.

For information concerning gymnasium costumes see page 186.

SPECIAL FRESHMAN PHYSICAL EDUCATION

At the beginning of the year, after a series of tests has been given, each freshman is registered for the course she most needs, as determined by the test scores. Such courses as sport fundamentals, fundamentals of rhythm, beginning swimming and posture are offered for those who need to improve their skills in these areas. Students whose test scores are satisfactory will enroll in classes with the sophomores.

For freshmen, the winter half of the first semester consists of body mechanics twice a week and social hygiene once a week.

PHYSICAL EDUCATION ACTIVITIES

Individual and dual sports: Archery, badminton, bowling, diving, fencing, golf, life saving, light sports, riding, swimming, tennis, first aid, instructors' life saving and water safety.

Team sports: Basketball, hockey, softball, volleyball.

Rhythmic Activities: Ballroom dance, folk dance, fundamental rhythms, modern dance, square dance, tap dance.

Developmental Activities: Body mechanics, individual physical education, sport fundamentals, posture.

PHYSICAL EDUCATION THEORY

The courses listed in this section are open for credit to students preparing to teach physical education and health on a full-time or part-time basis. Courses open to students other than physical education majors are: Physical Education 102 and Health Education 112, required of all students in the Elementary Teaching Program; Physical Education 107, open for credit to students preparing for social group work and religious education; course 116, primarily designed for students in physical therapy and taught in that department; Physical Education 105-106, 114, and Health Education 41 and 62, open for credit to all students.

91. FIRST AID AND SAFETY IN PHYSICAL EDUCATION.—A study of measures which must be taken in the organization and teaching of physical education to insure maximum safety. The Standard Red Cross First Aid Course will be included. 2 s.h. (E)

ASSOCIATE PROFESSOR BOOKHOUT

101. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.—An historical survey of physical education stressing the relationship between the types of activity developed and the social and political ideals of different nations and periods. A study of the principles upon which physical education is based. Analysis of successful teaching in physical education. 2 s.h. (E)

PROFESSOR GROUT

102. THE TEACHING OF PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS.—A study of methods and materials used in teaching physical education to children; includes discussion on the theory of physical education, and practice in teaching elementary school activities. Required of students in the elementary school teaching program. 3 s.h. (E)
ASSOCIATE PROFESSOR LEWIS

103. GAMES AND RHYTHMS FOR CHILDREN.—Required of students preparing for full-time teaching in physical education. 2 s.h. (E)
[Offered every other year alternating with P.E. 107.] ASSOCIATE PROFESSOR LEWIS

105-106. METHODS AND MATERIALS IN RECREATION.—A course intended to familiarize students with recreation activities and methods of organizing groups in these activities. Laboratory work includes practical leadership experience with a recreational club or group in a city organization. General fields covered are: Social Activities, Music Activities, Folk and Square Dancing, Games and Sports, Arts and Crafts, Drama Activities. Open to juniors and seniors without prerequisite. A year course meeting five periods per week throughout the year. Students who have had 102 or 103 may take 106 without 105. 6 s.h. (E)

ASSISTANT PROFESSOR HOLTON

107. THE TEACHING OF RHYTHMIC ACTIVITIES.—Basic theory and practice in the methods of teaching various types of dance activities. 2 s.h. (E)
[Offered every other year alternating with P.E. 103.] MISS HEDGEPEETH

113. MAMMALIAN ANATOMY.—A study of all organ systems with special emphasis on osteology, arthrology and myology. The cat serves as laboratory animal, but constant application is made to man. Prerequisite: Zoology 1 and 2. 4 s.h. (E)
ASSOCIATE PROFESSOR BOOKHOUT

114. KINESIOLOGY.—A study of muscle function. Analysis of fundamental movements with emphasis on the development of normal posture and efficient body movement. Required of students taking the major in physical education. Prerequisites: Zoology 1 and 2, and P.E. 113 or Zoology 53. 3 s.h. (E) (Not open to students who have had P.E. 116.)
ASSOCIATE PROFESSOR BOOKHOUT

116. KINESIOLOGY.—A study of muscle function. Analysis of human motion as a basis for therapeutic exercise. Prerequisite: Human Anatomy. 3 s.h. (W)
(Not open to students who have had P.E. 114.) ASSOCIATE PROFESSOR BOOKHOUT

117. BODY MECHANICS AND INDIVIDUAL PHYSICAL EDUCATION.—A study of the fundamentals of body movement and teaching methods for courses in body mechanics. An analysis of faulty postures for which individual physical education procedures are indicated. 3 s.h. (E)
ASSOCIATE PROFESSOR BOOKHOUT

119. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.—Curriculum building in physical education. The administration of class and intramural programs. Administrative problems such as budget, equipment, facilities, interschool athletics, legal aspects, and public relations. 2 s.h. (E)

PROFESSOR GROUT

181-182. METHODS AND MATERIALS IN PHYSICAL EDUCATION.—A course in the theory and practice of teaching and officiating in games and sports. Laboratory hours arranged to provide practice on the field and in the gymnasium. 6 s.h. (E)
ASSOCIATE PROFESSOR LEWIS AND STAFF

185. ADVANCED METHODS AND MATERIALS IN PHYSICAL EDUCATION.—A continuation of 181-182. Required of seniors preparing for full-time teaching in physical education. 2 s.h. (E)
ASSOCIATE PROFESSOR LEWIS AND STAFF

HEALTH EDUCATION

41. PERSONAL HEALTH.—A presentation of basic health information appropriate to the college age group. Emphasis is placed on the individual's responsibilities and potential contributions toward personal and family health. Either semester. 3 s.h. (E)
ASSISTANT PROFESSOR URRHANE

62. **COMMUNITY HEALTH PROBLEMS.**—This course includes problems of health in community living such as environmental health hazards and their control, health problems specific to certain groups, and the place and contribution of official and non-official public health agencies. Emphasis is placed on the responsibility of each community member to recognize problems and to work together toward the goal of a mentally, physically and socially healthful community. 3 s.h. (E)

ASSISTANT PROFESSOR UHRHANE

112. **SCHOOL HEALTH.**—This course is designed to meet the needs of the classroom teacher. It deals with the organization and administration of the school health program; with modern principles of education as applied to health education; with basic health problems confronting the schools; and with methods and materials for teaching health education. Primarily designed for students preparing to teach in elementary schools and for physical education majors. Either semester. 3 s.h. (E)

ASSISTANT PROFESSOR UHRHANE

REQUIREMENTS FOR TEACHING HEALTH AND PHYSICAL EDUCATION IN PUBLIC SCHOOLS

The following requirements have been set up for students in the Teaching Program who wish to qualify as full-time or part-time teachers of Health and Physical Education. These requirements meet the standards of the North Carolina Department of Public Instruction for certification in Health and Physical Education and of most of the other states represented in the student body. Students preparing to teach in any state are advised to consult the department about specific requirements.

Prerequisites: Physical Education 91 and 101. Zoology 1-2.

Major Requirements: 23 s.h. including Physical Education 103, 107, 114, 117, 119, 181-182, 185, and Health Education 112.

Related Work: 17 to 19 s.h. Of these hours 8 must be in anatomy and physiology (P.E. 113, Mammalian Anatomy and Zoology 151, Principles of Physiology). Of the remaining hours work done in Department of Education leading to teacher certification is acceptable. Courses in Chemistry, Zoology, Sociology, Psychology, Art and Music are recommended.

HISTORY

PROFESSOR CARROLL, CHAIRMAN; ASSOCIATE PROFESSOR PARKER, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR FERGUSON, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS ALDEN, CLYDE, CURTISS, HAMILTON, LANNING, MANCHESTER, AND WOODY; ASSOCIATE PROFESSORS HOLLEY, NELSON, ROPP, AND WATSON; ASSISTANT PROFESSORS ACOMB, COLTON, DECONDE, AND STEVENS; DRS. DURDEN, TISCHENDORF, AND YOUNG;
MR. DROZDOWSKI

The undergraduate courses in history are designed to afford (1) an introduction to the study of history by a consideration of the history of the modern world; (2) a more intensive study of general American history; (3) opportunities for more advanced study of phases of American, English, European, Hispanic-American, Russian, and Far Eastern history.

Course 1-2 or 51-52 or E1-2 or an equivalent is a prerequisite for all other courses; course E1-2 is the prescribed course for students in the College of Engineering; courses 91 and 92 are prerequisite for all 100 and 200 courses in United States history. However, seniors with written permission from the instructor may take advanced American history courses without having had 91 and 92. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 91, 92, and 99, provided they made a grade of B or above on the semester taken. Sophomores must obtain permission of the instructor in order to be admitted to courses numbered above 100; students who are not fully qualified sophomores will not be admitted to these courses. Courses offered for seniors and

graduates are limited to twenty-five students; juniors may not elect them without special permission from the Department and the Executive Committee of the Graduate Faculty.

1, 2. **HISTORICAL BACKGROUND OF THE WORLD TODAY.**—This course is an introduction to the study of modern history with special reference to the issues in the modern world. Topics selected for emphasis are: the contest between liberty and authority in the modern state; changing economic organization and theory—capitalism and the challenges to it; the problems of peace and war among the states; the changing faiths men live and die by. Beginning about 1500 with the rise of the European dynastic states, the story is pursued in the first semester to approximately 1871, and in the second through the two great world wars. The central theme in both semesters is the expansion of the influence of Western Europe throughout the world, with some attention to the rise of the United States as a world power. 6 s.h. (W & E)

Sophomore and juniors are not admitted to this course.

ASSOCIATE PROFESSORS FERGUSON, PARKER, AND ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DRs.
TISCHENDORF AND YOUNG

EI-2. **THE UNITED STATES IN THE WORLD TODAY.**—This course is designed for students in the College of Engineering. Topics treated in the first semester are: the rise of national states in Western Europe and other factors attending the discovery and settlement of the New World; the foundation of American institutions; the establishment of the Federal Republic; the frontier, the westward movement, and contemporary international development; the Civil War; the growth of industry and its influence on society; the Spanish-American War and the emergence of the United States as a world power. In the second semester the emphasis is on the growing interdependence of the Western nations in the twentieth century; their influence throughout the world; the participation of the United States in the World Wars and the resultant problems of today. 6 s.h. (w)

DR. DURDEN

51, 52. **HISTORICAL BACKGROUND OF THE WORLD TODAY.**—An introductory course for sophomores, juniors, and seniors dealing with the topics indicated in the description of course 1-2. 6 s.h. (W & E)

PROFESSOR CURTISS; ASSOCIATE PROFESSOR ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DR. YOUNG

91. **THE DEVELOPMENT OF AMERICAN DEMOCRACY TO 1865.**—This course is a study of trends vital to an understanding of the United States today. The main theme is the development of American democracy. Problems of foreign policy, the growth of capitalism, political practices, social behavior, and conflicting ideals are considered in relation to this main theme. 3 s.h. (W & E)

PROFESSOR ALDEN; ASSOCIATE PROFESSORS DeCONDE
AND STEVENS; DR. DURDEN

92. **THE DEVELOPMENT OF AMERICAN DEMOCRACY, 1865 TO THE PRESENT.**—A continuation of History 91 with emphasis upon the emergence of contemporary problems. 3 s.h. (W & E)

PROFESSOR ALDEN; ASSOCIATE PROFESSOR WATSON; ASSISTANT
PROFESSORS DeCONDE AND STEVENS; DR. DURDEN

Courses 91 and 92 are intended both to serve as continuation courses in the study of history and to afford the student an opportunity to gain the understanding of the past of the United States essential for intelligent citizenship. These courses are prerequisite for all 100 and 200 courses in United States history, but this prerequisite may be waived for seniors by written permission of the instructor.

95, 96. **ANCIENT AND MEDIEVAL HISTORY.**—An introductory study of the history of mankind from preliterate man through the development of the characteristic institutions of Western Europe. The first semester considers the prehistoric tribes, the early cultures of Mesopotamia and Egypt, the religious contribution of the Hebrews, and classical Greece and Rome. The second semester deals with Europe in the Middle Ages, from Constantine to Columbus, with emphasis upon institutional and cultural development. 6 s.h. (E)

DR. YOUNG

99. NAVAL HISTORY AND ELEMENTARY STRATEGY.—After a review of earlier periods, attention is given to the rise of sea-power and its importance in more recent times and to naval actions, especially in the two World Wars. This course is not open to students who have had N.S.101. 3 s.h. (w)

ASSOCIATE PROFESSOR ROPP

105, 106. POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND.—The origins and evolution of the principal institutions of the English government, related to their setting in a changing society. 6 s.h. (w) PROFESSOR HAMILTON

107, 108. SOCIAL AND CULTURAL HISTORY OF ENGLAND.—A study of English history from the fourteenth century to the present time in an effort to arrive at a synthesis of social and political events and thus provide a background for the study of English literature. Emphasis is placed on the ages of Chaucer, Shakespeare, and Milton; the eighteenth and early nineteenth centuries; the reign of Victoria and the twentieth century. 6 s.h. (E) ASSOCIATE PROFESSOR FERGUSON

Sophomores who made an average grade of B or above on course 1-2 or EI-2 may be admitted to this course.

111, 112. SOCIAL AND INTELLECTUAL HISTORY OF THE U. S.—Evolution of American life and thought to the present; an examination of attitudes and practices in such fields as science, industry, law, learning and religion. Lectures and class discussions of selected readings seek to illuminate the interplay of ideas and social institutions. 6 s.h. (w) ASSOCIATE PROFESSOR HOLLEY

[Not offered in 1956-57.]

113, 114. AMERICA IN THE TWENTIETH CENTURY.—A historical survey of political, economic, and social problems of twentieth-century United States. Emphasis is placed on reform movements from the Muckrakers through the New Deal, the emergence of the United States as a world power, and conflicting ideas and ideologies. 6 s.h. (w) ASSOCIATE PROFESSOR WATSON

115, 116. THE AGE OF ABSOLUTE MONARCHY AND THE FRENCH REVOLUTION.—The study in the first semester deals primarily with the political and social institutions of Western Europe in the seventeenth and eighteenth centuries, including such topics as the absolute monarchy in theory and practice, the peasants, the nobles, commercial and industrial classes, the Church. The study in the second semester includes the old regime in France, the French Revolution, and Napoleonic institutions in Western Europe. 6 s.h. (E) ASSISTANT PROFESSOR ACOMB

[Not offered in 1956-57.]

119, 120. SOCIAL MOVEMENTS AND SOCIAL THOUGHT IN MODERN EUROPEAN HISTORY.—A survey of movements for social reform and change from about 1750 to the present. Emphasis is placed on the effects of industrialism, the rise of trade unions, the emergence of working class political parties, and the influence of revolutionary and reformist theories. 6 s.h. (w)

[Not offered in 1956-57.]

ASSISTANT PROFESSOR COLTON

121, 122. THE FOREIGN RELATIONS OF THE UNITED STATES.—This course deals with American foreign policy and with the ideas and movements which have affected it as the United States rose from colonial status to world power. The origins of American foreign policy, the Monroe Doctrine, Manifest Destiny, the Civil War, and the formal conduct of diplomacy are among the major topics of the first semester. The New Imperialism, the Open Door, World War I, the League of Nations, World War II, and the Korean conflict are among the topics in the second semester. 6 s.h. (w)

ASSISTANT PROFESSOR DeCONDE

127. HISTORY OF LATIN AMERICA THROUGH THE FORMATION OF THE NATIONAL GOVERNMENTS.—3 s.h. (w) PROFESSOR LANNING

128. INTER-AMERICAN AFFAIRS.—This course treats the relations of the Latin-American states with each other and with the United States with the design of explaining the current significance of Latin America. Chief emphasis is placed upon social problems and movements common to all the republics and upon the role of the United States in Latin-American affairs, including such topics as American intervention; contributions of the United States to Latin-American life in such

matters as public health; Pan-Americanism; Pan-Hispanism; foreign penetration and ideologies; the cultural and commercial aspects of the Good Neighbor Policy; Latin-American states in the World War. 3 s.h. (w) PROFESSOR LANNING

133, 134. THE AGE OF REVOLUTIONS, 1763-1830.—The great revolutions of the closing decades of the eighteenth century and the early decades of the nineteenth. While emphasis is placed on the French Revolution and Napoleon, attention is also given to the revolutions in the New World and to the underlying intellectual movement, the Enlightenment. 6 s.h. (w) ASSISTANT PROFESSOR ACOMB

135, 136.—EUROPE IN THE TWENTIETH CENTURY.—The work in the first semester deals with the period before 1920, including such topics as international relations at the beginning of the twentieth century, the rise of German naval power, the Triple Alliance and the Triple Entente, the economic interdependence of the world, the Turkish Revolution, the Turco-Italian War and the Balkan wars, the first World War, and its immediate aftermath. In the second semester such topics are treated as the rise of totalitarian states, the disruption of world trade, and the second World War. 6 s.h. (w) ASSISTANT PROFESSOR COLTON

153, 154. THE HISTORY OF THE SOUTH.—A study, beginning in the Colonial period, of the development of the Southern part of the United States with particular attention to its distinctive characteristics and institutions and to their influence in shaping Southern attitudes toward major questions of national policy. 6 s.h. (w) PROFESSOR WOODY

161, 162. RUSSIA FROM IVAN THE TERRIBLE TO PRESENT TIMES.—Topics treated include the rise of the Russian state and its relations with Poland and Turkey; the agrarian problem and the rise of industry; the Russian Revolution; the political, agricultural, and industrial policies of the Soviet Union; the role of the U.S.S.R. in World War II; and its postwar policies. 6 s.h. (w) PROFESSOR CURTISS

167, 168. THE BACKGROUND OF MODERN EUROPEAN CIVILIZATION.—The course deals with special topics in the intellectual-cultural history of the peoples of Europe and adjacent areas from the period of the earliest written records to the formation of the European states-system (c. 1648). The work aims to develop critical appreciation and maturity of judgment in historical interpretation through the use of original sources. 6 s.h. (E) ASSOCIATE PROFESSOR NELSON

FOR SENIORS AND GRADUATES

Students may receive credit for either semester of a hyphenated course at the 200-level without taking the other semester if they obtain written permission from the instructor and either the Director of Undergraduate or the Director of Graduate Studies

HISTORY 201-202. SENIOR SEMINAR IN HISTORY.—A course designed to introduce qualified students to advanced methods of historical research and writing and to the appraisal of critical historical issues. Prerequisites: History 1-2 (or 51-52), 91-92, and the consent of the instructor. Open only to seniors. This course, when taken by a history major, would be in addition to the 6 semester hours required in 200-level courses of the History Department. 6 s.h. (w)

ASSOCIATE PROFESSOR PARKER

203-204. THE UNITED STATES, 1850-1900.—The rise of sectionalism, secession, war-time problems of the Union and Confederacy, political and economic adjustments of Reconstruction, the status of the Negro, the New South, problems of capital and labor, the agrarian revolt, political parties and reform, the Spanish-American War. 6 s.h. (w) PROFESSOR WOODY

205-206. THE UNITED STATES IN THE TWENTIETH CENTURY.—The emergence of the United States as a major power: attention is focused on domestic developments and conflicting theories of expansion of federal power. Emphasis in the first semester is on the Progressive era and the first World War; the second semester is devoted to the twenties and to the Franklin Roosevelt administration. 6 s.h. (w) ASSOCIATE PROFESSOR WATSON

Not open to students who have had 113-114.

209-210. **CONSTITUTIONAL HISTORY OF THE UNITED STATES, 1760 TO THE PRESENT.**—A study of the basic problems in forming the Constitution; of its development through the major crises in the history of the United States; of the effects of changing social, cultural, economic, and political conditions on the Constitution. 6 s.h. (w)
 ASSISTANT PROFESSOR STEVENS
 [Not offered in 1956-57.]

213-214. **THE OLD SOUTH.**—Political thought and party trends from Jefferson to Calhoun; agriculture, slavery, expansion; commerce, manufacturing, transportation; urban life, religion, education; the rise of Southern nationalism. 6 s.h. (w)
 PROFESSOR WOODY
 [Not offered in 1956-57.]

215-216. **THE FOREIGN POLICY AND DIPLOMACY OF THE UNITED STATES.**—The work in the first semester, covering the period 1775-1877, deals with such topics as the origin and development of basic foreign policies; isolation from Europe; paramount interests in Latin America, including the Monroe Doctrine; international co-operation in the Far East. The work in the second semester, covering the period since 1877, deals with topics such as the rise of the new "manifest destiny"; beginnings of American imperialism in Latin America and the Far East; the failure of traditional neutrality in the first World War; postwar conflicts between isolation and collective security; involvement in the second World War. 6 s.h. (w)
 PROFESSOR CLYDE

[Not offered in 1956-57.]

217, 218. **EUROPE SINCE 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h. (w)
 PROFESSOR CARROLL

221-222. **THE AGE OF THE RENAISSANCE.**—The decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. 6 s.h. (E)
 ASSOCIATE PROFESSOR NELSON
 [Not offered in 1956-57.]

225-226. **THE AGE OF THE REFORMATION.**—A survey of European civilization from 1500 through the Peace of Westphalia. 6 s.h. (E)
 ASSOCIATE PROFESSOR NELSON

227, 228. **EUROPE IN THE NINETEENTH CENTURY.**—A study, beginning with the career of Napoleon Bonaparte, of the forces and personalities influential in the nineteenth century. Emphasis in the first semester is on the problems of the biographer; in the second, on those of a student of national communities. 6 s.h. (w)
 ASSOCIATE PROFESSOR PARKER

231-232. **THE HISPANIC COLONIES AND REPUBLICS IN AMERICA.**—The development of the Iberian states as colonizing powers, the conquest of America, the Spanish treatment of the Indian, the contest between Spain and other European nations over America, the independence movement, the struggle for stable government, the rise of liberalism with special emphasis upon Mexico from the Revolution of 1910 to the present, and basic inter-American developments. 6 s.h. (w)
 PROFESSOR LANNING

233-234. **THE INSTITUTIONAL, CULTURAL, AND SOCIAL HISTORY OF HISPANIC AMERICA.**—The first semester of this course deals with subject races, the development of mixed breeds, the governmental system, the Church and the Inquisition, and Spanish culture with emphasis upon university subjects. In the second semester the work deals with the political ideas of the wars of independence, revolution and dictatorship, the rise of public education, public health, land reform, and proletarian movements. 6 s.h. (w)
 PROFESSOR LANNING

[Not offered in 1956-57.]

235, 236. **EUROPEAN EXPANSION OVERSEAS (1415-1898).** A course dealing primarily with the processes by which European institutions were carried overseas and modified in a new environment. In the first semester the emphasis is on Portuguese, Dutch, French, and English experience in the Far East and the Americas to 1763. In the second semester, attention is paid to the emergence of independent

centers of European culture, as in Brazil, and to the revivals of mercantile imperialism of the new German, French, Italian and British empires of the nineteenth century. 6 s.h. (w) PROFESSOR MANCHESTER

241-242. THE FAR EAST.—The history of the Western impact on Eastern Asia in the nineteenth and twentieth centuries. Emphasis is placed on such matters as commercial and colonial expansion, the opening of China and Japan, the development by the Western Powers and Japan of colonial, imperialistic, and nationalistic interests, and the rise of Communist power in Asia. 6 s.h. (w) PROFESSOR CLYDE

243-244. THE UNITED STATES AND THE FAR EAST.—An historical analysis of American relations with the peoples of Eastern Asia during the nineteenth and twentieth centuries. 6 s.h. (w) PROFESSOR CLYDE

[Not offered in 1956-57.]

245-246. WAR IN THE MODERN WORLD.—This course is concerned with the relations between warfare and modern political, economic, and social conditions. Special attention is given to the development of British and American military methods and to the events of the American Civil War and the two World Wars. The work in the first semester deals with Clausewitz's theories of warfare and the period from the introduction of gunpowder to 1871; in the second semester there is a more detailed analysis of recent land, sea, and air warfare. 6 s.h. (w)

ASSOCIATE PROFESSOR ROPP

261-262. RUSSIA IN THE TWENTIETH CENTURY.—A study of the background of the Revolution of 1917 followed by an analysis of the history and policies of the Soviet state. 6 s.h. (w) PROFESSOR CURTISS

263-264. AMERICAN COLONIAL HISTORY AND THE REVOLUTION, 1607-1789.—The founding and institutional development of the English colonies; the background, progress, and results of the Revolution. 6 s.h. (w)

PROFESSOR ALDEN

265, 266. THE WESTWARD MOVEMENT IN THE UNITED STATES.—Settlement from the Atlantic to the Pacific and beyond; frontier problems of colonization, land systems, economy, law and government; interactions of frontier and metropolis. The first semester emphasizes the West in the colonial period, Revolution, and formation of the union; the second semester stresses sectionalism, slavery, expansion and the Civil War, the modern West, and contemporary problems. 6 s.h. (w)

ASSISTANT PROFESSOR STEVENS

267. THE TRANSITION FROM MEDIEVAL TO MODERN ENGLAND.—A study of the changes in English society and ideas from the time of Edward III to that of Elizabeth. 3 s.h. (E)

ASSOCIATE PROFESSOR FERGUSON

Not open to students who have had 107-108.

268. ENGLAND FROM ELIZABETH TO ANNE.—Political, social, and intellectual problems from the late sixteenth to the early eighteenth centuries. 3 s.h. (E)

ASSOCIATE PROFESSOR FERGUSON

Not open to students who have had 107-108.

269. BRITISH HISTORY FROM 1714 TO 1867.—The interrelationship of the leadership of such men as Walpole, Chatham, Pitt, and Peel with war, revolution, and social institutions; the rise of the cabinet system; the Industrial Revolution; imperial changes; and reform. 3 s.h. (w)

PROFESSOR HAMILTON

Not open to students who have had 105-106.

270. GREAT BRITAIN AND THE COMMONWEALTH OF NATIONS, 1867 TO THE PRESENT.—A history of Great Britain at the height of her world dominance and beyond, her oceanic empire, and the evolution of that empire into a unique world-wide Commonwealth of Nations. 3 s.h. (w)

PROFESSOR HAMILTON

Not open to students who have had 105-106.

[Not offered in 1956-57.]

DEPARTMENTAL MAJOR

Prerequisites: The Introductory Course in History (1-2 or 51-52).

Major Requirements: Students desiring to take a major in history are required to elect 24 semester hours in the Department, including six semester hours in the senior year from courses in the 200 group. Students desiring to take the more advanced courses in American history should elect courses 91 and 92 in the sophomore or junior year.

COURSES APPROVED FOR RELATED WORK IN HISTORY

The number of courses refer to the description in the 1954-55 catalogue.

Aesthetics

History of Art

History of Music

Economics, but *not* the courses listed under business administration except those in economic geography

Education, 84, 225, 253

English and American Literature, but *not* composition, speech, and drama

German, Greek, Latin, Russian, and the Romance Languages: the literature courses numbered 100 or above that are not primarily conversation or composition courses

Greek 131

Latin 131-132

Philosophy, except 48

Political Science

Psychology, 206 only

Religion courses approved to satisfy the requirement in religion for graduation

Sociology 91, 92, 101, 243, 246 and courses in groups I, II, IV, V.

LATIN AND ROMAN STUDIES

PROFESSOR ROGERS, CHAIRMAN AND DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR ROSE, SUPERVISOR OF FRESHMAN INSTRUCTION; MR. MAHONEY

Students who wish by study in English to make acquaintance with Roman antiquity from either a literary or an historical approach are afforded that opportunity through the courses in translated Latin Literature (111, 112), and Roman History (131, 132).

1-2. COURSE FOR BEGINNERS.—Forms, vocabulary, pronunciation and syntax are emphasized the first semester. They are followed by the reading and translating of Caesar's *Gallie War* the second semester. An effort is made to promote rapid development of ability to read easy Latin with satisfaction. 6 s.h. (w)

MR. MAHONEY

3. CICERO'S ORATIONS.—Four orations including the *Manilian Law* and *Archias* are read, and attention is paid to prose style. Prerequisite: Latin 1-2, or equivalent. 3 s.h. (E)

MR. MAHONEY

4. VERGIL'S *AENEID*.—Selections from Books I-VI, to the amount of four books or more, will be read and translated, due attention being paid to prosody. 3 s.h. (E)

MR. MAHONEY

51. LATIN PROSE.—Selections from prose authors or Cicero's *De Senectute* and *De Amicitia*, or selected books of Livy's history, with special emphasis on developing competence in reading Latin. 3 s.h. (E)

THE STAFF

52. LATIN POETRY.—Selections from the greatest Latin poets, especially Horace's *Odes*. 3 s.h. (E)

THE STAFF

57. SIGHT READING IN CLASSICAL LATIN.—One period of an hour per week devoted to practice in the reading of Latin of the classical period; designed to train students to read with facility. 1 s.h. (E)

ASSOCIATE PROFESSOR ROSE

58. SIGHT READING IN MEDIAEVAL LATIN.—One period of an hour per week devoted to reading interesting mediaeval prose and poetry. Prerequisite: at least one of the following courses: Latin 3, 4, 51, 52, and 57, or an equivalent. 1 s.h. (E) ASSOCIATE PROFESSOR ROSE

65-66. LATIN PROSE COMPOSITION.—Recommended to students who are pursuing course 3-4, 57, and 51-52, and may at the discretion of the instructor be required of such students. 4 s.h. (E) ASSOCIATE PROFESSOR ROSE

101. TACITUS.—Interesting and historically important selections from the *Annals* or the *Histories* of Tacitus are read, with attention to the literary style and the value of the historical narrative. 3 s.h. (E) PROFESSOR ROGERS

102. JUVENAL.—Juvenal's literary satire forms the basis of the course. 3 s.h. (E) PROFESSOR ROGERS

103. CICERO.—Selections from one of the major philosophical works, with attention to Cicero's philosophical thought and literary style. 3 s.h. (E) PROFESSOR ROGERS OR ASSOCIATE PROFESSOR ROSE

104. LUCRETIVUS.—A study of Lucretius as a philosophical thinker and as a poetic artist. 3 s.h. (E) PROFESSOR ROGERS OR ASSOCIATE PROFESSOR ROSE

111, 112. ROMAN LITERATURE IN ENGLISH TRANSLATION.—Selective readings in Latin Literature in English translation with emphasis on the drama, lyric poetry, and the varied contributions of Cicero to literature in the first term, and upon the epic, the satire, and the novel in the second semester. (No language credit.) 6 s.h. (E) ASSOCIATE PROFESSOR ROSE

131, 132. HISTORY OF ROME.—A survey of the history of the Roman State from its beginnings to the death of Justinian; its expansion; development of its constitution and public administration; social, legal, political and economic problems of perennial life and interest; the background and setting of Christianity's rise and growth. (This course carries no language credit. No knowledge of Latin is required for admission.) 6 s.h. (E) PROFESSOR ROGERS

211-212. ROMAN ORATORY.—A reading course in the history and development of Roman oratory, based for the most part on Cicero's *Brutus* and the *Dialogus* of Tacitus. 6 s.h. (E) PROFESSOR ROGERS

DEPARTMENTAL MAJOR

Prerequisite: Latin 1-2, 3-4, or equivalent.

Major Requirements: 24 semester hours which must include courses 51-52, 101-102, 103-104, and 6 semester hours in courses at the 200-level.

Recommended Courses: Latin 65-66, Composition, and 131-132, Roman History.

Related Work: Eighteen hours of related work, elected usually in Greek, Philosophy, Art, Romance Languages, and English. Majors who contemplate graduate work are reminded of the necessity of Greek, German, and French for such study.

MATHEMATICS

PROFESSOR GERGEN, CHAIRMAN; PROFESSOR DRESSEL, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR HICKSON, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS CARLITZ, ELLIOTT, ROBERTS, AND THOMAS; SENIOR RESEARCH ASSOCIATE BUREAU; VISITING ASSOCIATE PROFESSOR CAMPBELL; ASSISTANT PROFESSOR SHOENFIELD; DRs. BRAGG, MCLEOD, MOHAT, PELLICCIARO, PINKHAM, PROSSER, SWIFT, AND WARNER; AND ASSISTANTS

The following program of courses in Mathematics is planned for 1956-57. Fall: 1, 5, 6, 50, 51, 52, 53, 111, 139, 158, 235, 247, 285, 291. Spring: 1, 5, 6, 16, 50, 51, 52, 53, 131, 140, 175, 236, 248, 286, 292.

1. INTERMEDIATE ALGEBRA.—Elementary topics, factoring, fractions, linear equations in one, two and three unknowns, functions and graphs, exponents and radicals, elements of quadratic equations. Prerequisite: one unit in algebra and one unit in geometry. 3 s.h. (W & E) STAFF

5. COLLEGE ALGEBRA.—Advanced topics in quadratic equations, systems involving quadratics, variation, binomial theorem, progressions, inequalities, theory of equations, determinants, partial fractions, probability. This course and Mathematics 6 may be taken concurrently. Prerequisite: Mathematics 1, or one and one-half units in algebra and one unit in geometry. 3 s.h. (w & e) **STAFF**

6. PLANE TRIGONOMETRY.—Logarithms, right and oblique triangles, radian measure, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations. Prerequisite: must be preceded or accompanied by Mathematics 5. 3 s.h. (w & e) **STAFF**

16. MATHEMATICS OF INVESTMENT.—Simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, life insurance. Prerequisite: Mathematics 5. 3 s.h. (w) **STAFF**

50. PLANE ANALYTIC GEOMETRY.—Rectangular and polar coordinates, loci, straight lines, conic sections. This course and Mathematics 51 may be taken concurrently. Prerequisite: Mathematics 5 and 6. 3 s.h. (w) **STAFF**

51. CALCULUS I.—Differentiation of elementary functions, curve tracing, maxima and minima, motion, curvature, indeterminate forms. Prerequisite: must be preceded or accompanied by Mathematics 50. 3 s.h. (w) **STAFF**

52. CALCULUS II.—Integration of elementary functions, areas, solids of revolution, length of arc, surfaces of revolution, centroids, moments of inertia, pressure. Prerequisite: Mathematics 51. 3 s.h. (w) **STAFF**

53. CALCULUS III.—Introduction to solid analytic geometry, partial differentiation, multiple integrals, series, introduction to differential equations. Prerequisite: Mathematics 52. 3 s.h. (w) **STAFF**

111. MATHEMATICAL ANALYSIS FOR ENGINEERS.—Ordinary and partial linear differential equations with constant coefficients, Fourier series and their applications, vectors. Prerequisite: Mathematics 53. 3 s.h. (w) **STAFF**

123. HIGHER ALGEBRA.—The number system, mathematical induction, inequalities, series, recurring series, continued fractions, recurring continued fractions, summation of series, probability. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. (w) **ASSOCIATE PROFESSOR HICKSON**

124. STATISTICS.—Averages, moments, dispersion, skewness, kurtosis, correlation, types of distributions, curve fitting, graduation of data to type curves, sampling theory. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. (w) **STAFF**

125. ELEMENTARY THEORY OF EQUATIONS.—Permutations, determinants, matrices, linear systems, polynomials and their roots, constructibility, resultants, discriminants, simultaneous equations. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. (w) **PROFESSOR THOMAS**

131. ELEMENTARY DIFFERENTIAL EQUATIONS.—Solution of differential equations of elementary types; formation and integration of equations arising in applications. Prerequisite: Mathematics 52. 3 s.h. (w) **STAFF**

139-140. ADVANCED CALCULUS.—Multiple integrals, series, Taylor's theorem, partial differentiation, improper integrals, line integrals, Green's theorem, complex numbers. Prerequisite: Mathematics 53. 6 s.h. (w) **PROFESSOR ELLIOTT**

158. FINITE DIFFERENCES.—Operators, interpolation formulas for equal and unequal intervals, inverse interpolation, summation, differential and difference operators, approximate integration. Offered in alternate years. Prerequisite: Mathematics 52. 3 s.h. (w) **ASSOCIATE PROFESSOR HICKSON**

160. ELEMENTARY SOLID ANALYTIC GEOMETRY.—Planes, straight lines, quadric surfaces. Offered in alternate years. Prerequisite: Mathematics 53. 3 s.h. **STAFF**

175. PROBABILITY.—Permutations and combinations, total and compound probability, Bayes' theorem, Bernoulli's theorem, mathematical expectation, applications. Offered in alternate years. Prerequisite: Mathematics 52. 3 s.h. (w)

ASSISTANT PROFESSOR HICKSON

FOR SENIORS AND GRADUATES

221. NUMERICAL ANALYSIS.—The electronic computer, the art of calculation, and the analysis of error. The transition from physical reality to physical abstraction, to mathematical abstraction, to numerical abstraction to a numerical computing program. Numerical function theory, theory of approximation, approximate solution of equations, and numerical calculus. Prerequisite: Mathematics 53. 3 s.h. (w)

ASSOCIATE PROFESSOR CAMPBELL

227-228. THEORY OF NUMBERS.—Congruences, arithmetic functions, compound moduli, quadratic reciprocity, Gauss sums, quadratic forms, sums of squares. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR CARLITZ

229-230. ALGEBRAIC NUMBERS.—Ideals, unique factorization, divisors of the discriminant, determination of the class number. Prerequisite: Mathematics 125. 6 s.h. (w)

PROFESSOR CARLITZ

235-236. ABSTRACT ALGEBRA.—Groups, fields, rings, matrices, quadratic and bilinear forms, general Galois theory, hypercomplex systems. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR CARLITZ

247-248. ARITHMETIC OF POLYNOMIALS.—Field theory, detailed study of finite fields, special polynomials and functions, valuation theory, the zeta function. Prerequisite: Mathematics 235, or consent of the instructor. 6 s.h. (w)

PROFESSOR CARLITZ

253-254. DIFFERENTIAL GEOMETRY.—Curves and surfaces in three dimensional Euclidean Space, applicability, differential parameters, Riemannian geometry of n -space. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR THOMAS

255-256. PROJECTIVE GEOMETRY.—Postulational, synthetic treatment centering around Desargues' theorem and the principle of projectivity. Conics, coordinates, order, continuity, metric properties. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR THOMAS

271-272. INTRODUCTORY TOPOLOGY.—Topological properties of Euclidean spaces, set-theoretic and combinatorial methods. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR ROBERTS

285. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Vectors, line and surface integrals, tensors, complex variables, differential and integral equations. Prerequisite: Mathematics 53. 3 s.h. (w)

PROFESSOR DRESSEL

286. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Wave equation, Fourier series, heat equation, telegraphic equations, Legendre polynomials, Bessel functions, Schrödinger's equation. Prerequisite: Mathematics 53. 3 s.h. (w)

PROFESSOR DRESSEL

291-292. THEORY OF FUNCTIONS.—Limits, implicit functions, power series, double series, Cauchy's theorem and its applications, residues, Riemann surfaces, conformal mapping. Prerequisite: Mathematics 53. 6 s.h. (w)

PROFESSOR GERGEN

DEPARTMENTAL MAJOR

For the A.B. degree:

Prerequisite: Mathematics 5 and 6.

Major and Related Work: 42 semester hours.

Major Requirements: Mathematics 50, 51, 52, 53 and 12 semester hours in courses in mathematics numbered above 100.

Related Work: 18-24 semester hours of course work, ordinarily in the following departments: chemistry, economics and business administration, philosophy, physics.

For the B.S. degree:

Prerequisite: Mathematics 5 and 6.

Major and Related Work: 48 semester hours.

Major Requirements: Mathematics 50, 51, 52, 53 and 12 semester hours in courses in mathematics numbered above 100.

Related Work: 14-24 semester hours of course work in the natural sciences.

MEDICAL SCIENCE

These courses in medical science have been approved by the Faculty Council as appropriate for the Bachelor's degree.

109. ANATOMY RELATED TO MOTION.—A course in human anatomy in which the dissection is restricted to the muscles, bone, and joints and to the circulatory and nervous systems as they are related to movement. Limited to 24 students. Lectures and laboratory. Prerequisite: Zoology 1-2. 8 s.h.

PROFESSOR MARKEE AND STAFF

203. HUMAN PHYSIOLOGY.—A course in human physiology in which the functions of all organ systems are covered. Special emphasis is given to the study of neuro-muscular and cardiovascular functions. Lectures, laboratory experiments and demonstrations, and conferences. Limited to sixteen students. Primarily for physical therapy students. Prerequisites: Chemistry 1-2 and Zoology 1-2. 6 s.h.

ASSISTANT PROFESSOR WAYLAND HULL AND STAFF

NAVAL SCIENCE

PROFESSOR FORD, CAPTAIN, U. S. NAVY, CHAIRMAN; ASSOCIATE PROFESSOR MALINASKY, COMMANDER U. S. NAVY, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR KLEIN, LIEUTENANT COMMANDER U. S. NAVY, SUPERVISOR OF FRESHMAN INSTRUCTION; ASSISTANT PROFESSORS IVES, LIEUTENANT COMMANDER U. S. NAVY, BOWEN AND MAJESKY, LIEUTENANTS, U. S. NAVY; AND ASSISTANT PROFESSOR MORRISON, MAJOR U.S. MARINE CORPS

Standardized titles and numbers for courses are established by the Bureau of Naval Personnel for use at the 52 NROTC institutions. The first digit indicates the year of the course; the second digit indicates whether semester or quarter (0 for semester, 1 for quarter); the third digit indicates the semester or quarter of school year in which offered. Specialized courses for Marine Corps officer candidates are indicated by the letter "M" after the number, and substitute for the basic course of the same number.

NS 101. NAVAL HISTORY.—History of navy regulations, naval customs and courtesies considered basic to further study of Naval Science; naval history, relating the rise and fall of sea power to other aspects of world history as a basis for understanding the role of navies in the world today. 3 s.h. (w)

COMMANDER MALINASKY; LIEUTENANT COMMANDER KLEIN

NS 102. NAVAL ORIENTATION.—Introduction to carrier, air, surface, under-sea, and amphibious warfare; basic types, characteristics, capabilities, and limitations of naval vessels; deck seamanship; naval formations and maneuvers. 3 s.h. (w)

COMMANDER MALINASKY; LIEUTENANT COMMANDER KLEIN

NS 201. NAVAL WEAPONS.—Evolution of naval ordnance; types and properties of explosives; principles in design and assembly of guns and ammunition; gun assembly types and operation, capabilities and limitations of past, present and future weapons systems; principles and use of radar and radar systems; elements and principles in the problem of control of naval weapons against air and surface targets. 3 s.h. (w)

LIEUTENANT BOWEN

NS 202. NAVAL WEAPONS.—The elements of representative gun fire control systems; principles in the mechanical and electronic solution of fire control problems; principles in the alignment and maintenance of gun batteries; organization and functions of the combat information center; naval gunfire support of amphibious operations; principles and use of anti-submarine warfare devices and systems; principles of torpedoes, mines, rockets, and guided missiles. 3 s.h. (w)

LIEUTENANT BOWEN

NS 301. NAVAL ENGINEERING.—Principles of steam engineering as related to naval installations for main propulsion and auxiliaries; future trends in naval engineering plants, ship stability and buoyancy in the practice of ship design and damage control; a general understanding of Diesel Engines. 3 s.h. (w)

LIEUTENANT COMMANDER IVES

NS 301M. EVOLUTION OF THE ART OF WAR.—A survey of the evolution of weapons, strategy, tactics and material; illustration of the classic principles of war by a study of selected battles and campaigns; a summary of the development of U. S. military and foreign policy. 3 s.h. (w)

MAJOR MORRISON

For Marine Corps Candidates.

NS 302. NAVIGATION.—Magnetic and gyro compasses; principles of chart construction; dead reckoning; piloting; nautical astronomy including a study of the actual and apparent motion of the earth, celestial coordinates, time systems, the astronomical triangle, identification of stars and planets; solutions of observations for lines of position; complete day's work in practical navigation. 3 s.h. (w)

LIEUTENANT COMMANDER IVES

NS 302M. MODERN BASIC STRATEGY AND TACTICS.—Modern tactical principles and techniques, especially on the small unit level, illustrated by contemporary historical examples; development of a general understanding of strategy. 3 s.h. (w)

MAJOR MORRISON

For Marine Corps Candidates.

NS 401. NAVAL OPERATIONS.—Tactics and operations including concepts of combined fleet, force, and group operations; watchstanding duties afloat; relative motion and its application to tactical maneuvering; electronic navigation; communications from ship to ship through fleet levels; Rules of the Nautical Road. 3 s.h. (w)

CAPTAIN FORD; LIEUTENANT MAJESKY

NS 401M. AMPHIBIOUS WARFARE.—History and development of amphibious operations and organization; analyses of amphibious operations of World War II and of the Korean action. 3 s.h. (w)

MAJOR MORRISON

For Marine Corps Candidates.

NS 402. NAVAL ADMINISTRATION.—Structure of the Navy, organization and administrative procedures; principles of personnel management; elements of military law; leadership and personal relations. 3 s.h. (w)

CAPTAIN FORD; LIEUTENANT MAJESKY

NS 402M. AMPHIBIOUS WARFARE, PART II.—Further study of selected amphibious operations; Uniform Code of Military Justice; leadership. 3 s.h. (w)

For Marine Corps Candidates.

MAJOR MORRISON

REQUIREMENTS FOR COMMISSION

Naval Science: 24 semester hours.

Other university courses: Completion of course requirements to qualify for a baccalaureate degree, or higher. These courses must include Math 6 (unless math through trigonometry successfully completed in secondary school); Physics 1-2 or 41-42, to be completed by the end of the sophomore year (mandatory for Regular students only). Physical training must be taken in accordance with University requirements and each student must include such instruction in swimming as to qualify him as a first class swimmer.

Summer training: Regular NROTC students must participate in three periods of training on board ship or at naval shore stations. Contract students are required to take one training cruise of about six weeks' duration, normally between the junior and senior years.

PHILOSOPHY

PROFESSOR BAYLIS, CHAIRMAN; ASSISTANT PROFESSOR BUCK, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR PEACH, SUPERVISOR OF FRESHMAN INSTRUCTION;

PROFESSORS NEGLEY, AND PATTERSON; ASSISTANT PROFESSORS

CLARK AND WELSH; VISITING PROFESSOR STRAWSON

The undergraduate program in the Department of Philosophy is designed to acquaint students with the content and the structure of philosophical theory in

various areas. Discussion is encouraged so that the student can actively engage in the philosophical examination of problems.

Course offerings fall into two general categories: the systematic and the historical. In a systematic treatment, the organization of a course is primarily in terms of the problems presented by the subject-matter of that course, as in logic, ethics, metaphysics, etc. In historical courses, attention is directed more to the order of development in the thought of a particular philosopher (Plato, Aristotle, Kant, etc.), or in a historical period. In all courses, reading of the works of philosophers will acquaint the student with the important and influential contributions to the definition and solution of philosophical issues.

The problems raised in philosophy in respect to the various fields of the arts and sciences involve questions which are not normally given attention in those particular disciplines. In the consideration of such problems, therefore, it is expected that the student will acquire some understanding and perspective of the major areas of man's intellectual endeavor. In this sense, philosophical comprehension is an essential part of a student's learning and education.

The following courses fulfill minimum uniform requirements:

Literature, Art, Music, and Philosophy (six hours required)—Philosophy 49, 91, 93, 94, 97, 98, 116, 117.

Natural Sciences (eleven hours required)—Three of the eleven hours may be fulfilled by Philosophy 48, 103, or 104.

All courses numbered below 200 will be offered every year.

48. LOGIC.—A study of the conditions of effective thinking and clear communication, and of typical sources of fallacies. Examination of the basic principles of *deductive* reasoning (making explicit the implications of statements) and of *inductive* reasoning (the formulation and testing of hypotheses on the basis of experience and experiment). Emphasis on practical illustrations and applications. 3 s.h. (E & W)
ASSISTANT PROFESSORS BUCK, CLARK, AND WELSH

49. ETHICS.—An introductory consideration of basic ethical concepts and principles as developed in European and American thought and culture. 3 s.h. (E & W)
PROFESSORS BAYLIS AND NEGLEY; ASSISTANT PROFESSORS BUCK AND WELSH

91. INTRODUCTION TO PHILOSOPHY.—A systematic and historical examination of the major problems of knowledge, morals, and metaphysics. 3 s.h. (E & W)
STAFF

93. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL.—A study of the major philosophers of the period with special reference to the continuity of their thought. 3 s.h. (E & W)
PROFESSOR PATTERSON; ASSISTANT PROFESSOR BUCK

94. HISTORY OF PHILOSOPHY: MODERN.—A study of the major philosophers of the period with special reference to the continuity of their thought. 3 s.h. (E & W)
ASSISTANT PROFESSOR PEACH

97. POLITICAL AND SOCIAL PHILOSOPHY.—Discussion of the fundamental principles of political and social organization, with particular attention to democratic philosophy, corporate theory, and Marxist ideology. 3 s.h. (W)
PROFESSOR NEGLEY

98. SOCIAL IDEALS AND UTOPIAS.—Reading of selected Utopias; analysis of the value-structures and political principles of these ideal societies. 3 s.h. (W)
PROFESSOR NEGLEY

101. PHILOSOPHY OF RELIGION.—A critical examination of the facts of religious experience and their bearing upon metaphysics. 3 s.h. (E)
PROFESSOR PATTERSON

103. SYMBOLIC LOGIC.—Detailed analysis of deduction and of deductive systems. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

104. PHILOSOPHY OF SCIENCE.—The principal philosophical and methodological problems in contemporary science. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

109. INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE.—Examination and discussion of such problems as the origin of language, sign-using behavior, definition, the nature of interpretation, and special uses of language: scientific, poetic, persuasive. 3 s.h. (w)
ASSISTANT PROFESSOR WELSH

116. THE DEVELOPMENT OF PHILOSOPHY IN AMERICA.—A historical and critical survey of the leading philosophical movements from Colonial times to the present. 3 s.h. (w)
PROFESSOR NEGLEY

117. HISTORY OF ETHICS.—A survey and analysis of the ethical systems of the great philosophers. Readings in original sources. 3 s.h. (E)
ASSISTANT PROFESSOR WELSH

FOR SENIORS AND GRADUATES

202. PHILOSOPHY OF ART.—A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, and painting. Problems discussed include: the nature and purposes of the arts; meaning in the arts; art and morality; the role of standards in art criticism; aesthetic judgment; interpretation and evaluation. 3 s.h. (E)
ASSISTANT PROFESSOR WELSH

203. CONTEMPORARY ETHICAL THEORIES.—Critical discussion and evaluation of the ethical views of twentieth century British and American philosophers. 3 s.h. (E)
PROFESSOR BAYLIS

Offered in 1956-7 and in alternate years.

205. EPISTEMOLOGY.—A critical and evaluative study of rival theories of meaning, truth and knowledge, of the nature and grounds of a priori knowledge, and of the nature of empirical knowledge and the types of empirical evidence. 3 s.h. (E)
PROFESSOR BAYLIS AND ASSISTANT PROFESSOR BUCK

207. THE PHILOSOPHY OF HISTORY.—An enquiry into the logic and methodology of the knowledge of history and into the metaphysical implications of history. 3 s.h. (w)
PROFESSOR NEGLEY

208. POLITICAL PHILOSOPHY.—Analysis of the structure of social organization with particular reference to the nature of political and legal institutions. 3 s.h. (w)
PROFESSOR NEGLEY

210. PHILOSOPHY OF RELIGION.—A critical and constructive study of the nature of religion, of its various forms and manifestations, and of its functions in human life. 3 s.h. (E)
PROFESSOR PATTERSON

211. PLATO.—An examination of Plato's views with respect to knowledge, reality, and the state. 3 s.h. (E)
PROFESSOR PATTERSON

Offered in 1955-56 and in alternate years.

217. ARISTOTLE.—An analysis of Aristotle's views with respect to knowledge, reality, and the state. 3 s.h. (E)
PROFESSOR PATTERSON

218. MEDIEVAL PHILOSOPHY.—A study of the philosophy of the Middle Ages with special attention to selected texts from the works of Christian, Jewish and Arabian philosophers. 3 s.h. (E)
PROFESSOR PATTERSON

219. KANT.—Reading and discussion of his philosophy, with some attention to historical continuity. 3 s.h. (w)
PROFESSOR NEGLEY

220. THE POST-KANTIAN.—The development from Kant through Fichte and Schelling to Hegel; emphasis on the Hegelian dialectic and its influence on political and legal philosophy. 3 s.h. (w)
PROFESSOR NEGLEY

222. REASON AND COMMON SENSE IN 17TH AND 18TH CENTURY BRITISH THOUGHT.—Studies in the theories of reason and sentiment following Hobbes, and the development of opposition among rational, common sense and empirical theories of knowledge and conduct. Readings in Cumberland, Shaftesbury, Hutcheson, Reid and others. 3 s.h. (E)
ASSISTANT PROFESSOR PEACH

223. CONTEMPORARY PHILOSOPHY: IDEALISM.—Examination and analysis of the idealist position in recent and contemporary philosophy, with special attention to the works of F. H. Bradley and the British Idealists. 3 s.h. (w)
PROFESSOR NEGLEY

224. CONTEMPORARY PHILOSOPHY: REALISM.—A critical analysis, comparison and evaluation of the several varieties of recent realistic theories, presentative and representative. 3 s.h. (E)
PROFESSOR BAYLIS

227. CONTINENTAL RATIONALISM.—A critical study of the writings of Descartes, Spinoza, and Leibnitz, with special emphasis on problems in the theory of knowledge and metaphysics. 3 s.h. (E)
ASSISTANT PROFESSOR PEACH

228. RECENT AND CONTEMPORARY PHILOSOPHY.—A critical study of outstanding philosophical views from Schopenhauer to the present. 3 s.h. (E)
ASSISTANT PROFESSOR PEACH

229. AMERICAN PRAGMATISM.—Studies in the philosophy of Pierce, James, Dewey, and Meade. 3 s.h. (E)
ASSISTANT PROFESSOR WELSH

232. SPECIAL PROBLEMS IN THE PHILOSOPHY OF SCIENCE.—Selected topics concerning the methods of the sciences and the philosophy of science. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

236. ORIENTAL PHILOSOPHY.—A study of the genesis of philosophical ideas in the Upanishads and the Bhagavadgita, and of the developments of the orthodox systems and of the philosophies of the Jains and Buddhists. 3 s.h. (E)
PROFESSOR PATTERSON

241. LOGIC.—Fundamental Problems of Logic. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

250. PHILOSOPHICAL ANALYSIS.—A critical study of recent and contemporary essays in philosophical analysis, and an evaluation of the nature, methods, and results of this movement. 3 s.h. (E)
PROFESSOR BAYLIS AND ASSISTANT PROFESSOR BUCK

252. METAPHYSICS.—A critical and evaluative study of rival metaphysical theories and their bases. Analysis of the fundamental metaphysical categories and of metaphysical methods. 3 s.h. (E)
PROFESSOR BAYLIS

DEPARTMENTAL MAJOR

Philosophy 48 (Logic) is recommended for all those intending to major in philosophy.

Major Requirements: Twenty-four semester hours in philosophy in courses numbered above 50 including the following:

Philosophy 93 and 94.

Philosophy 117, 203, or 208.

6 semester hours in Philosophy senior-graduate courses.

Related work: Six hours minimum in each of two departments approved by the Philosophy adviser. Courses may not be those primarily open to freshmen. There is no restriction in principle as to departments in which related work may be taken, and the approval of the Philosophy adviser is required only to insure some coherence in the program of major and related work as a whole.

PHYSICS

PROFESSOR NIELSEN, CHAIRMAN; ASSOCIATE PROFESSOR LEWIS, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSOR CARPENTER, SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS GORDY, NEWSON, NORDHEIM, AND SPONER; ASSOCIATE PROFESSORS FAIRBANK AND GREULING; ASSISTANT PROFESSORS BLOCK AND WILLIAMSON;
MR. SLAUGHTER; AND ASSISTANTS

A student wishing to major in physics should arrange to complete the necessary mathematics as soon as possible.

1-2. INTRODUCTORY PHYSICS.—This course traces historically and experimentally the development of the important principles of physics. This course is open to freshmen, sophomores and juniors and meets the general science requirement. Three hours of recitation and one two-hour laboratory each week. 8 s.h. (w)

PROFESSORS CARPENTER AND NIELSEN; ASSISTANT PROFESSOR WILLIAMSON; AND ASSISTANTS

41-42. GENERAL PHYSICS.—This course treats the basic principles of general physics in a more quantitative manner than Physics 1-2. It meets in a thorough way the physics requirement for entrance into the study of either medicine or engineering, and is well suited for the general science student. This course is not open for credit for students who have completed Physics 1-2. Three lecture-recitations and one three hour laboratory period each week. Prerequisites: Mathematics 5-6 or equivalent (Mathematics 5-6 may be taken concurrently). 8 s.h. (w)

PROFESSOR CARPENTER AND STAFF AND ASSISTANTS

75. MODERN PHYSICS.—The elements of atomic and nuclear physics. Kinetic theory, relativity, quantum theory, spectra, x-rays, radio-activity, cosmic rays. Prerequisites: Physics 1-2, or Physics 41-42, or equivalent; a course in differential calculus which may be taken concurrently. 3 s.h. (w)

ASSOCIATE PROFESSOR FAIRBANK

125. INTERMEDIATE PHYSICS—MECHANICS.—The course covers in a thorough manner the elements of mechanics. Three recitations per week. Prerequisites: Physics 1-2 or 41-42 or equivalent, and a course in differential and integral calculus. 3 s.h. (w)

PROFESSOR NIELSEN

126. INTERMEDIATE PHYSICS—ELECTRICITY.—The elements of electricity and magnetism. Three lectures and one three-hour laboratory per week. Prerequisites: Physics 125 or equivalent work approved by the instructor, and differential and integral calculus. 4 s.h. (w)

ASSOCIATE PROFESSOR GREULING

176. INTERMEDIATE PHYSICS—THERMODYNAMICS AND KINETIC THEORY.—The elements of thermodynamics and kinetic theory and elementary statistical mechanics. Three recitations per week. Prerequisites: Physics 125 or equivalent work approved by the instructor, and differential and integral calculus. 3 s.h. (w)

PROFESSOR NEWSON

A course in general college physics, Physics 125 and 126 or equivalent validated by examination, and a course in differential and integral calculus are prerequisites to all courses numbered 200 and above.

201-202. MECHANICS.—The fundamental principles of statics and the dynamics of particles and rigid bodies. Three recitations each week. 6 s.h. (w)

ASSISTANT PROFESSOR BLOCK

213-214. CONTEMPORARY PHYSICS.—A course which covers the fundamental concepts and the experimental basis of modern physics. Three lectures each week. 6 s.h. (w)

ASSOCIATE PROFESSOR LEWIS

217-218. ADVANCED PHYSICS LABORATORY.—Measurements involving the fields of mechanics, electricity, magnetism, heat, sound, optics and modern physics. 2-6 s.h. (w)

THE STAFF

219. ELECTRICITY AND MAGNETISM.—Fundamentals of electricity and magnetism. Motion of charged particles in fields and the physics of electron tubes. Direct and alternating current circuits and networks. Electromagnetic waves. 3 s.h. (w)

ASSOCIATE PROFESSOR LEWIS

220. ELECTRON TUBE CIRCUITS.—Linear circuit analysis, rectifiers, filters, linear amplifiers, feedback, noise, power amplifiers, oscillators, modulation, relaxation oscillators. 4 s.h. (w)

ASSOCIATE PROFESSOR LEWIS

225-226. ELEMENTARY INVESTIGATIONS.—The aim of this course is to provide training in the laboratory and library methods of physical research. Properly qualified students may conduct elementary investigations under the supervision of a member of the staff. 3-6 s.h. (w)

THE STAFF

DEPARTMENTAL MAJOR

A. For the A.B. degree:

Prerequisites: Physics 1-2 or 41-42 or equivalent, and Mathematics 5-6.

Major Requirements: Eighteen to 24 semester hours in physics including Physics 75, 125, 126 and 176 or equivalent.

Related Work: Eighteen to 24 semester hours from the following courses: Mathematics 51, 52, 53 and 131, and Chemistry 1-2.

B. For the B.S. degree:

Prerequisites: Physics 1-2 or 41-42 or equivalent, and Mathematics 5-6 or equivalent.

Major Requirements: Twenty-four to 34 semester hours in physics including Physics 75, 125, 126 and 176 or equivalent.

Related Work: Fourteen to 24 semester hours from the following courses: Mathematics 51, 52, 53 and 131, and Chemistry 1-2.

POLITICAL SCIENCE

PROFESSOR RANKIN, CHAIRMAN; PROFESSOR CONNERY, DIRECTOR OF UNDERGRADUATE STUDIES;
PROFESSORS COLE, HALLOWELL AND WILSON; VISITING PROFESSORS COKER

AND WHEARE; LECTURER ELLIS; ASSOCIATE PROFESSORS SIMPSON

AND BRAIBANTI; ASSISTANT PROFESSORS CHEEK AND

HANSON; VISITING LECTURER LEACH;

DRS. HALL AND GREENLAW

The general objective of the Department of Political Science is to acquaint students with the theory and practice of government and politics at the local, state, national and international levels. While primary attention is focused upon the American political and administrative system, emphasis is also placed upon a comparative study of the political institutions and movements of thought peculiar to the nations of Europe, Latin America and the Far East. The student's attention is also directed to the problems encountered in international organization, politics and law. The development of political theories from Plato to the present day is an essential part of the department's course offerings. Methods of study include the descriptive, the historical, the legal, the comparative and the philosophical.

Directing its effort to an intelligent understanding of the contemporary world and of the responsibilities which are laid upon citizens of a democracy, the Department of Political Science shares the general objectives of a liberal arts education. While the department does not aim at vocational education, the knowledge it seeks to impart should be useful to anyone contemplating a career in the government service or politics.

Students intending to major in the department should take Political Science 11-12 or 61-62. No student may take more than one of these two courses for credit. Ordinarily one of them must be taken before proceeding to more advanced work in the department. This rule may be waived with the consent of the instructor giving the advanced course.

The advanced courses are divided into three major groups but no sequence of courses beyond the introductory course is prescribed. The student would be well advised, however, to select some courses from each group.

The Senior Seminars are designed to provide an opportunity for majors in the department to pursue independent study and research.

INTRODUCTORY COURSES

11-12. THE AMERICAN SYSTEM OF GOVERNMENT.—An introductory study of the principles and operation of the American government in the light of the present world position of the United States. The first semester is devoted to institutions and politics of the American government; the second semester to such issues as civil liberties, American foreign policies and government policy toward agriculture, labor and business. (Only open to Freshmen.) 6 s.h. (E & W)

DRS. HALL AND GREENLAW

[Students who complete 11 in the spring semester should thereafter take course 62 instead of 12.]

61-62. AMERICAN AND COMPARATIVE POLITICAL SYSTEMS.—Principles and institutions of modern government, the first semester being devoted to American

government, the second to a comparative study of governments in the United States and outside. 6 s.h. (E & W)

ASSOCIATE PROFESSOR SIMPSON; ASSISTANT PROFESSOR HANSON;
ASSISTANT PROFESSOR CHEEK; VISITING LECTURER LEACH;
DRS. HALL AND GREENLAW

[Not open to freshmen or to students who have had courses 11-12 or 63-64.]

71. GOVERNMENT IN THE UNITED STATES.—Lecture and reading course recommended but not required for all students taking course 61. Open only to students enrolled in 61 and to sophomores who passed 11 in their freshman year. 1 s.h.

PROFESSOR CONNERY AND SENIOR STAFF

POLITICAL THEORY AND COMPARATIVE GOVERNMENT

123. INTRODUCTION TO POLITICAL PHILOSOPHY.—A course devoted to the reading and discussion of selected political classics including Plato's *Republic*, Aristotle's *Ethics* and *Politics* and other works as time permits. 3 s.h. (w)

PROFESSOR HALLOWELL

136. MAJOR EUROPEAN GOVERNMENTS.—A general introductory survey of the governments of Great Britain, France, Germany, Italy, and the Soviet Union. Special attention is given to constitutional developments, the organization and ideologies of political parties, and current political problems. 3 s.h. (w)

PROFESSOR COLE

151. GOVERNMENTS AND POLITICS OF MEXICO AND THE CARIBBEAN AREA.—A study of their contemporary governments, political problems and international relations. 3 s.h. (w)

DR. ELLIS

152. THE GOVERNMENTS AND POLITICS OF SOUTH AMERICA.—The constitutional development, governmental organization, inter-American co-operation and political problems of the principal South American states. 3 s.h. (w)

DR. ELLIS

211. POLITICAL INSTITUTIONS OF THE FAR EAST.—An analysis of the ideas underlying the development of government in Japan, China, and Korea. Study of the writings of Lao-tse, Confucius and the sacred books of Buddhism and Shinto. Particular attention is given to the theory of Confucian bureaucracy, the Taikwa Reform, the development of the Tokugawa administrative state, the constitutional reforms of Sun Yat-sen in China and of the Meiji Era in Japan. 3 s.h. (w)

ASSOCIATE PROFESSOR BRAIBANTI

223. POLITICAL THOUGHT TO THE SEVENTEENTH CENTURY.—A survey from the time of Plato to the close of the seventeenth century; Graeco-Roman, Patristic and Germanic thought; individualism and cosmopolitanism; effect of the Church-State controversy and the conciliar movement; medieval constitutionalism; legislative sovereignty. 3 s.h. (w)

PROFESSORS WILSON AND HALLOWELL

224. MODERN POLITICAL THEORY.—An historical survey and philosophical analysis of political theory from the beginning of the seventeenth to the middle of the nineteenth century. Attention is given to the rise of liberalism, the Age of Enlightenment, the romantic and conservative reaction, idealism and utilitarianism. 3 s.h. (w)

PROFESSOR HALLOWELL AND VISITING PROFESSOR COKER

225. COMPARATIVE GOVERNMENT.—A comparative study of modern political institutions with particular attention to European constitutional government and politics. 3 s.h. (w)

PROFESSOR COLE

226. COMPARATIVE GOVERNMENT.—A comparative study of modern political institutions with particular attention to European totalitarian government and politics. 3 s.h. (w)

PROFESSOR COLE

229. RECENT AND CONTEMPORARY POLITICAL THEORY.—The rise of positivism and its impact upon modern political thought, the origins of socialism, Marxism and its variants, socialism in the Soviet Union, nationalism, Fascism and National Socialism, the crisis in modern democracy, Christianity and the social order. 3 s.h. (w)

PROFESSOR HALLOWELL AND VISITING PROFESSOR COKER

231. AMERICAN POLITICAL THEORY.—An analysis of the main currents in American political thought from colonial beginnings to the present day, with emphasis upon the development of liberalism in America. 3 s.h. (w)

PROFESSOR HALLOWELL

235. THE BRITISH COMMONWEALTH.—An analysis of the political relationships between the members of the Commonwealth and a comparative study of the governments of the Dominions, with particular reference to Canada. 3 s.h. (w)

PROFESSOR COLE AND VISITING PROFESSOR WHEARE

271. SOCIOPOLITICS AND CAPITALISM.—Labor and labor policies in Western Europe and the United States in the nineteenth and twentieth centuries; the development of monopoly power and political power of labor in recent decades. 3 s.h. (w)

AMERICAN GOVERNMENT AND PUBLIC ADMINISTRATION

125. AMERICAN POLITICAL PARTIES AND PRACTICAL POLITICS.—A study of the historical development, organization, and methods of political parties in the United States. 3 s.h. (w)

ASSOCIATE PROFESSOR SIMPSON

128. POLITICAL BEHAVIOR AND THE AMERICAN VOTER.—An analysis of the factors influencing Democratic, Republican, and independent voting behavior, citizen participation in elections, and the conduct of political campaigns. Emphasis will be placed upon the behavioral approach to political science. 3 s.h. (w)

141. PUBLIC ADMINISTRATION.—An introduction to the role of administration in the governmental process considering principles of administrative organization, methods of administrative control, personnel and fiscal management. In general the study of the organizational and administrative problems encountered by any government agency charged with carrying out a public policy. 3 s.h. (w)

DR. HALL

146. LEGISLATION.—A study of the composition and structures of legislative bodies and of the legislative process with attention to procedure, methods, techniques, delegation of discretion, and the use of controls. 3 s.h. (w)

ASSOCIATE PROFESSOR SIMPSON

161. GOVERNMENT AND PLANNING.—A study of special areas in government planning. The semester's work is divided into three parts: city planning—land use and zoning, housing and urban redevelopment; resource planning—the governmental problems involved in planning for the conservation and use of natural resources, with special attention given to multi-purpose development of the river and its watershed, and a brief consideration of proposals and developments in the general field of economic planning. 3 s.h. (w)

ASSISTANT PROFESSOR HANSON

164. GOVERNMENT CONTROL OF THE SOCIAL AND ECONOMIC ORDER.—A study of governmental and administrative problems in the regulation of trade and the enforcement of the anti-trust laws, the regulation of transportation and communications and the role of the government in collective bargaining. Consideration is also given to the philosophic aspects of the general growth of government control of industry. 3 s.h. (w)

ASSISTANT PROFESSOR HANSON

174. POLITICS AND ECONOMICS.—An analysis of the influence of politically dominant forces and ideologies upon economic policies and of economics upon politics in societies of principal Western countries since the seventeenth century. 3 s.h. (w)

190. PUBLIC PERSONNEL ADMINISTRATION.—Principles, techniques, problems, and functions of government personnel administration; formal and informal organization for personnel management; comparison of public employment philosophies, policies and services with general personnel management, including recruitment, promotion, training, classification, morale and discipline, compensation, and retirement of public employees. 3 s.h. (E)

ASSISTANT PROFESSOR CHEEK

191. STATE AND LOCAL GOVERNMENT TODAY.—Problems in state, county and city government including the administration of government services such as education, public welfare, law enforcement; inter-governmental relationships; administrative reorganization; methods of popular control; and the reconstruction of state and local government so as to meet present-day needs. 3 s.h. (E)

ASSISTANT PROFESSOR CHEEK

207. AMERICAN CONSTITUTIONAL LAW AND THEORY.—A study of leading principles of American government, as developed through judicial interpretation of the Constitution. 3 s.h. (w)

PROFESSOR RANKIN

209. PROBLEMS IN STATE AND LOCAL GOVERNMENT IN THE UNITED STATES.—A study of the historical development of state and local governments, their present organization and subdivisions, and their relation to each other. Special attention is given to the position of the states in the federal union through the study of federal-state, inter-state, and state-local relations. 3 s.h. (w)

PROFESSOR RANKIN

230. AMERICAN POLITICAL INSTITUTIONS.—A study of the formation and development of institutions of the national government in the United States, with historical and analytical treatment. Among other topics this course is concerned with the Constitutional Convention of 1787, and the development of Congress, the Presidency, and the Supreme Court. 3 s.h. (w)

PROFESSOR RANKIN AND ASSOCIATE PROFESSOR SIMPSON

234. CIVIL-MILITARY RELATIONSHIPS IN AMERICAN GOVERNMENT.—A consideration of the role of the military in American government both in theory and in practice. Special emphasis will be given to formal civil-military structural arrangements for determining policies, such as the National Security Council and to the degree of civilian control within the military establishment. 3 s.h. (w)

PROFESSOR CONNERY

241. ADMINISTRATIVE MANAGEMENT.—An advanced course in public administration with special attention being given to the development of scientific management, its application to government in the United States and a consideration of current problems in organization, procedures, work simplification, and management improvement. 3 s.h. (w)

PROFESSOR CONNERY

242. NATIONAL ADMINISTRATION.—A study of the administrative organization, working concepts and procedures of the United States Government, illustrated through the operations of the Bureau of the Budget. 3 s.h. (w)

PROFESSOR CONNERY

246. GOVERNMENT ADMINISTRATION AND PUBLIC POLICY.—Through use of the laboratory and case study techniques, a consideration of the types of administrative problems that the United States Government encounters in the field of public policy, and their possible solution. 3 s.h. (w)

PROFESSOR CONNERY

291. PROBLEMS OF MUNICIPAL GOVERNMENT.—An analysis of problems relating to the structural system and activities of municipalities in the United States. 3 s.h. (w)

PROFESSOR RANKIN

292. MUNICIPAL ADMINISTRATION.—A study of principles and methods relating to municipal administration in the United States. 3 s.h. (w)

PROFESSOR RANKIN

INTERNATIONAL LAW AND RELATIONS

121. ELEMENTS OF INTERNATIONAL RELATIONS.—Analysis of international politics, of the foundations of national power, and of international co-operation, with emphasis upon attempted solutions of the central problems of international security. 3 s.h. (w)

DR. ELLIS

122. MODERN INTERNATIONAL POLITICS.—A survey of politics leading to the two World Wars with emphasis upon present day conditions resulting from these major conflicts. 3 s.h. (w)

DR. ELLIS

Students who have received credit for History 135-136 may not receive credit for this course.

131. SURVEY OF FAR EASTERN POLITICS.—An introductory survey of international politics in Eastern Asia and the Western Pacific; the rise of Japan as a modern state; China's struggle for political unity, independence and national development. 3 s.h. (Formerly Political Science 111) (w)

DR. ELLIS AND ASSOCIATE PROFESSOR BRAIBANTI

132. CONTEMPORARY PROBLEMS IN FAR EASTERN POLITICS.—The impact of World War II and its aftermath on political institutions and economic structures in the Pacific area. 3 s.h. (Formerly Political Science 112) (w)

DR. ELLIS AND ASSOCIATE PROFESSOR BRAIBANTI

158. CONTROL OF AMERICAN FOREIGN POLICY.—A consideration of the forces which are responsible for the formulation of American foreign policy, and a study of the important factors which have influenced contemporary United States policy in the major areas of the world. The course includes an analysis of the respective roles of the President, Congress, Department of State, and the United Nations, as well as military and public opinion. 3 s.h. (w)

212. INTERNATIONAL POLITICS OF THE FAR EAST.—An analysis of the relations of China, Japan and Korea *inter se* and with outside powers, with emphasis upon changing power relationships within the Asian cultural sphere. 3 s.h. (w)

ASSOCIATE PROFESSOR BRAIBANTI

221. INTERNATIONAL PUBLIC ORGANIZATION.—A study of the structure and functioning of the United Nations organs, of related specialized agencies such as the International Labor Organization, and of regional agencies such as the Organization of American States. 3 s.h. (w)

PROFESSOR WILSON

227-228. INTERNATIONAL LAW.—Elements of international law, particularly as interpreted and applied by the United States; rights and duties of states with respect to recognition, state territory and jurisdiction, nationality, diplomatic and consular relations, treaties, treatment of aliens, pacific settlement of disputes, international regulation of the use of force, and collective security. 6 s.h. (w)

PROFESSOR WILSON

UNDERGRADUATE SEMINARS

201. SENIOR SEMINAR IN POLITICAL SCIENCE.—A seminar intended primarily for majors in Political Science, devoted to the reading, discussion and analysis of major works in modern and contemporary political science. Students are expected to prepare papers on relevant topics for group discussions. Open only to seniors. Prerequisite: consent of the instructor. 3 s.h. (w)

PROFESSOR HALLOWELL

202. SENIOR SEMINAR IN POLITICAL SCIENCE.—Intended primarily for majors in Political Science, this seminar provides an opportunity for the application of principles to current political problems. It provides a means whereby specially qualified students can make a concentrated study of some problem of their own choice. Papers are required and special attention is given to research methods and materials. Political Science 201 is recommended but not required. Open only to seniors. Prerequisite: consent of the instructor. 3 s.h. (w)

PROFESSOR CONNERY

DEPARTMENTAL MAJOR

Prerequisite: Political Science 11-12 or 61-62.

Major Requirements: Eighteen semester hours of work in the Department above courses 11-12 or 61-62, including at least six semester hours of Senior-Graduate courses.

Related Work: Six hours each in two departments approved by the Political Science adviser. Courses may not be those primarily open to freshmen. Usually related work is taken in the Departments of History, Economics, Sociology, or Philosophy.

PSYCHOLOGY

PROFESSOR RODNICK, CHAIRMAN; ASSOCIATE PROFESSOR KIMBLE, DIRECTOR OF UNDERGRADUATE STUDIES; PROFESSORS ADAMS, DAL, KOCH, KUDER, AND ZENER; ASSOCIATE PROFESSOR BANHAM, COHEN, GARMETZ, AND LODGE; ASSISTANT PROFESSORS BORSTELMANN, GUTTMAN, JONES, MCHUGH, PARSONS, REICHENBERG-HACKETT, SPIELBERGER AND WILSON

Three or six semester hours in psychology may be used to meet the Social Science and History requirement for the A.B. degree. The courses which will meet the requirement are: Psychology 91 or Psychology 91 plus either Psychology 100 or 101.

Psychology 91 or its equivalent is a prerequisite for all other courses in psychology. Six semester hours in psychology (including Psychology 91) or special permission of the course instructor or the director of undergraduate studies are required for admission to Psychology 144, 145, 148, 206, 212, 215, 229, 230, and 236.

91. INTRODUCTORY PSYCHOLOGY.—An introduction to the facts, principles, and problems of normal adult psychology through a study of psychological methods as applied to motivation, emotions, perception, sensation, thinking, memory, learning, individual differences, and personality. 3 s.h. (E & W) STAFF

100. PERSONALITY AND SOCIAL BEHAVIOR.—A survey of basic psychological principles underlying the study of personality in relation to the social environment. Among the topics discussed are theories of personality, the process of socialization of the individual, factors influencing adjustment to the social environment, the interaction of culture and personality. 3 s.h. (E)

PROFESSOR ADAMS, ASSISTANT PROFESSORS JONES AND
REICHENBERG-HACKETT

101. INTRODUCTORY SOCIAL PSYCHOLOGY.—A survey of problems, concepts and methods in the study of social relations and group behavior. Topics to be discussed include: Psychological and socio-cultural factors in the development of motives, values and attitudes; the study of small-group behavior with emphasis on social influence and communication; prejudice and stereotyping. 3 s.h. (E & W)

PROFESSOR ADAMS, ASSISTANT PROFESSORS JONES AND MCHUGH

104. COMPARATIVE PSYCHOLOGY.—An examination of the bearing upon general psychological theory of experimental investigations of animal behavior in the fields of motivation and learning. 3 s.h. (E)

[Not offered in 1956-57.]

106. ABNORMAL PSYCHOLOGY.—A systematic presentation of the psychology of functional mental disorders with emphasis on its bearing upon general psychological theory. 3 s.h. (E)

ASSISTANT PROFESSORS BORSTELMANN AND PARSONS

110. APPLIED PSYCHOLOGY.—Applications of psychology to problems of personnel selection, industrial efficiency, advertising and selling, and other problems of practical interest. 3 s.h. (E)

ASSISTANT PROFESSOR MCHUGH

111. ADVANCED GENERAL PSYCHOLOGY.—A more intensive study of several selected problem areas in the field of general psychology with special emphasis on experimental methods and findings in the areas considered. 3 s.h. (E)

[Not offered in 1956-57.]

116. PSYCHOLOGY OF ADJUSTMENT.—The course is planned to give an adequate understanding of problems of adjustment and mental hygiene. Lectures and discussions cover an application of the principles and findings of normal and abnormal psychology as these relate to the adjustment of the average individual in our changing society; a survey of the principles of mental hygiene; discussions of current socio-cultural trends significant for individual adjustment. 3 s.h. (E)

ASSISTANT PROFESSOR REICHENBERG-HACKETT

Not open to students who have had Education 68.

117-118. EXPERIMENTAL AND STATISTICAL METHODS IN PSYCHOLOGY.—Study of the procedures and methods of psychological investigation through emphasis on human and animal experimentation in such areas as learning, motiva-

tion and perception. Instruction in elementary statistical techniques and their application to the analysis and interpretation of psychological data. Experiments are arranged in a sequence of increasing complexity with respect to subject matter, experimental design and statistical methods. Laboratory and lectures. 8 s.h. (E)

ASSISTANT PROFESSORS GUTTMAN AND WILSON

121. CHILD PSYCHOLOGY.—A detailed study of the practical problems of infancy and early childhood, with special emphasis upon learning, emotional development, social adjustment, and modern conceptions and methods of child training and guidance. 3 s.h. (E)

ASSISTANT PROFESSOR McHUGH

Not open to students who have had Education 118.

122. ADJUSTMENT OF THE PRE-SCHOOL CHILD.—Study and application of techniques of observing, recording and interpreting the behavior of the pre-school child. The course is designed to meet the needs of students interested in the personality, development and social adjustment of children; to train them in techniques of observing and interpreting the physical, emotional, and intellectual development of the individual child; the role of each child within the social structure of a play group, and a study of the development of group integration. One hour lecture and 4 hours laboratory. 3 s.h. (E)

ASSISTANT PROFESSOR REICHENBERG-HACKETT

126. ADOLESCENT PSYCHOLOGY.—The mental, social, and emotional development of adolescence and youth will be studied, with special attention given to such topics as interests, motivations, home problems, sex differences, recreation, delinquency, and development for citizenship. Prerequisite: Psychology 121 or Education 118. 3 s.h. (E)

ASSISTANT PROFESSOR McHUGH

130. PRINCIPLES AND METHODS OF PSYCHOLOGICAL EVALUATION.—This is an introductory course in test methods used by psychologists in measuring and evaluating mental processes. The nature, purposes and utilization of various types of tests and psychological techniques will be discussed and demonstrated. Among the tests to be studied will be standard scales of intelligence, verbal and performance, individual and group methods; tests of special abilities, aptitudes, attitudes and interests; personality tests, rating scales and projective methods. 3 s.h. (E)

ASSOCIATE PROFESSOR BANHAM

132. THE PSYCHOLOGY OF INDIVIDUAL DIFFERENCES.—A study of the nature and causes of individual and group variations in intelligence, special abilities, social and emotional characteristics. These will be considered in relation to developmental sequence, aging factors, sex, race, biological inheritance, education and socio-economic conditions. 3 s.h. (E)

ASSOCIATE PROFESSOR BANHAM

141. PERSONALITY AND BEHAVIOR DISORDER.—Behavior disorder studied from the viewpoint of the psychological principles underlying the adjustment of the deviant personality. 3 s.h. (E)

[Not offered in 1956-57.]

144. LEARNING AND MOTIVATION.—A survey of the basic facts and principles of human and animal learning and motivation. Topics covered include conditioning, trial and error learning, insightful learning, primary and secondary motivation, the relationship between motivation and learning and cultural variations in motives. Students in the course will perform a series of representative experiments. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

ASSOCIATE PROFESSOR KIMBLE

145. EXPERIMENTAL APPROACHES TO PERSONALITY.—Experimental methods applied to personality research with emphasis upon psychological studies in such areas as anxiety, conflict and frustration. Students will perform a series of representative experiments. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

146. EXPERIMENTAL PSYCHOLOGY IN INDUSTRY AND ENGINEERING.—Applications of psychological principles to the solution of problems in industry and engineering. Topics covered include visual and auditory communication, visibility and legibility, visual display, control design, machine design, motivational

and learning factors influencing production. Representative studies will be reviewed. Students in the course will perform several pertinent experiments. 3 s.h. (E)

148. **PSYCHOLOGY OF PERCEPTION AND THINKING.**—A study of the basic phenomena of perception and thinking as determined by the stimulus situation, motivation, learning and personality variables. Students will perform a series of representative experiments. Prerequisites: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

PROFESSOR ZENER

206. **SOCIAL PSYCHOLOGY.**—An examination of general methodology and selected research areas in social psychology including social perception, socialization, prejudice and the behavioral effects of communication, interaction and influence. 3 s.h. (E)

ASSISTANT PROFESSOR JONES

212. **PHYSIOLOGICAL PSYCHOLOGY.**—A survey of the interrelationships of biological and psychological factors in behavior, with particular reference to reflex action, motivation, learning and emotion. Emphasis will be placed on the relation between psychological theories and biological data. Presupposes Introductory Zoology or its equivalent. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

ASSISTANT PROFESSOR GUTTMAN

215. **DEVELOPMENTAL PSYCHOLOGY.**—Theory of personality structure and the changes it undergoes in development from infancy to old age, learning, conflict, character, intelligence, developmental crises, etc.; evaluation of researches on personality dynamics. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

PROFESSOR ADAMS

229, 230. **INTRODUCTION TO RESEARCH.**—A senior research seminar for advanced students. The student conducts an original investigation under staff supervision. A formal written report of the study will be required. Group discussions of significant research areas. Prerequisites: Participation by departmental invitation only; restricted to senior majors who have maintained a B average in all psychology courses. Students graduating with distinction in psychology will be selected from among registrants in this course. 6 s.h. (E)

ASSOCIATE PROFESSOR KIMBLE;

ASSISTANT PROFESSOR JONES

236. **THEORETICAL PSYCHOLOGY.**—This course will be devoted to the analysis of techniques of theory construction in psychology. The discussion of these methodological issues will be coordinated with the analysis of concrete formulations in contemporary psychological theory. Prerequisite: 6 s.h. in psychology or special permission of the instructor or the director of undergraduate studies. 3 s.h. (E)

PROFESSOR KOCH

242 and Education 242. **MEASUREMENT OF APTITUDES, INTEREST AND ACHIEVEMENT.**—A study of the theories and principles of psychological measurement as applied to aptitude, interest and achievement testing. Prerequisite: 12 hours of psychology or educational psychology (6 hours of which may be taken concurrently). 3 s.h.

PROFESSOR KUDER

DEPARTMENTAL MAJOR

Prerequisite: Psychology 91 or equivalent.

Major Requirement: 24 semester hours in psychology including: Psychology 91, 117-118; at least one course selected from Psychology 144, 145, and 148; at least one 200 level course.

Related Work: 18 semester hours of related work which usually includes courses in zoology and sociology or anthropology. Additional selected courses in chemistry, economics, education, mathematics, philosophy and physics which may meet the minor requirement must have the approval of the director or undergraduate studies.

RELIGION

PROFESSOR MYERS, CHAIRMAN; ASSOCIATE PROFESSOR PHILLIPS, DIRECTOR OF UNDERGRADUATE STUDIES; ASSISTANT PROFESSOR SALES, SUPERVISOR OF FRESHMAN INSTRUCTION;
 PROFESSOR CRUM; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK AND PRICE; DOCTORS BENNETT AND OSBORN; CHAPLAIN JONES;
 MESSRS. DANIELS AND VIA

The uniform course requirements in Religion may be fulfilled by completing six semester hours in any of the following courses: 1, 2, 51, 52, 91, 94, 101, 103, 104, 114, 130, 132, 135, 181, 182.

Specific prerequisites are indicated in the descriptions of some courses. Where prerequisites are stated in terms of Bible hours, any one of the following will satisfy a 3 semester hour prerequisite and any two, a 6 semester hour prerequisite: 1, 2, 51, 52, 101, 103, 104, 114.

1. THE ENGLISH BIBLE.—A survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 3 s.h. (E & W) PROFESSOR CRUM; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSOR MANSCHRECK; DRs. BENNETT AND OSBORN; MESSRS. DANIELS AND VIA

2. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. Although Religion 1 is not a prerequisite, it will be an aid to the student to complete 1 before taking 2. 3 s.h. (E & W)

PROFESSOR CRUM; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS BRADLEY AND MANSCHRECK; DRs. BENNETT AND OSBORN; MESSRS. DANIELS AND VIA

51. THE ENGLISH BIBLE.—An introductory course in the Old Testament for sophomores and juniors. (See description of Religion 1.) Students may not receive credit for both 51 and 1. 3 s.h. (E & W)

PROFESSOR MYERS; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS MANSCHRECK AND SALES; DR. OSBORN; MESSRS. DANIELS AND VIA

52. THE ENGLISH BIBLE.—A survey course in New Testament life and literature for sophomores and juniors. (See description of Religion 2.) It will be to the advantage of the student to take Religion 1 or 51 before taking 52. Students may not receive credit for both 52 and 2. 3 s.h. (E & W)

ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK AND SALES; DR. OSBORN; MESSRS. DANIELS AND VIA

91. AN INTRODUCTION TO CHRISTIAN ETHICS.—A study of the theistic interpretation of man's moral experience, based upon the world-view of the Bible, as contrasted with other classical and contemporary moral philosophies. In the survey of the ethical religion of the Bible special attention is given to the Hebrew prophets, to Jesus and the Apostle Paul. 3 s.h. (W) CHAPLAIN JONES

94. THE BEGINNINGS OF THE CHRISTIAN CHURCH.—A study of the development of Christianity in the first two hundred years. Special emphasis will be given to the work of Paul, the later New Testament writings, the *Apostolic Fathers* and the early Apologists. Prerequisite: Religion 2 or 52. 3 s.h. (W)

ASSISTANT PROFESSOR SALES

101. THE SOCIAL TEACHINGS OF THE PROPHETS AND JESUS.—A study of the social teachings of the Old Testament prophets and of the social ideas of Jesus as they appear in the four gospels. Not open for credit to students who take Religion 103 or 114. Either semester. 3 s.h. (W) ASSOCIATE PROFESSOR PHILLIPS

103. THE PROPHETS OF THE OLD TESTAMENT.—In this course a study is made of the history and nature of prophecy, with particular attention being given to the messages of the outstanding pre-exilic literary prophets. Students may not receive credit for both 103 and 107 or 103 and 101. 3 s.h. (E & W)

PROFESSOR MYERS; ASSISTANT PROFESSOR SALES

104. JUDAISM FROM THE EXILE TO THE FALL OF JERUSALEM IN 135 A.D.—A study of post-exilic Judaism: the prophetic and apocalyptic developments of normative Judaism. 3 s.h. (w)
ASSISTANT PROFESSOR SALES

107. THE GREAT PROPHETS OF ISRAEL.—Special consideration will be given to the times and messages of Amos, Hosea, Isaiah, Jeremiah and Ezekiel. An effort will be made to appraise their contributions to literature, ethics, and faith. Some attention will be given to the relevance of prophetic religion for the present. Prerequisites: Religion 1, 2 or 51, 52 or equivalent. Students may not receive credit for both 103 and 107. 3 s.h.
PROFESSORS MYERS

114. THE LIFE AND TEACHINGS OF JESUS.—This course considers the period in which Jesus lived, the record of his life, and the meaning of his teachings as recorded in the Synoptic Gospels. Students may not receive credit for 114 and 101; or 114 and 116. 3 s.h. (E & W)
PROFESSOR MYERS; ASSISTANT PROFESSORS BRADLEY AND PRICE; DR. OSBORN; MR. DANIELS

116. THE MISSION AND MESSAGE OF JESUS.—An intensive study analyzing and interpreting the Gospel records of Jesus' career, with emphasis upon their significance for the Christian religion. Students will be expected to select and make reports on particular projects. Prerequisites: Religion 1, 2 or 51, 52 or equivalent. Students may not receive credit for both 114 and 116. 3 s.h. (w)
ASSISTANT PROFESSOR PRICE

130. CHRISTIAN ETHICS IN HISTORY AND MODERN LIFE.—A historical study of how Christians from New Testament times to the present have interpreted and expressed their ethical convictions. The aim of the course will be to provide historical depth for evaluating contemporary ethical issues. Prerequisite: Religion 91 or 3 s.h. of Bible. 3 s.h.
ASSISTANT PROFESSOR MANSCHRECK

132. THE CHRISTIAN AND CONTEMPORARY SOCIAL PROBLEMS.—A critique of some basic ideas of modern man as they affect ethical decisions. Special consideration will be given to problems of the social and economic structures of society, war and race. The aim of the course will be to encourage personal evaluation—using pertinent Biblical teachings and the views of contemporary writers as a basis for judgment. Prerequisite: Religion 91 or 3 s.h. of Bible. 3 s.h.
ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS MANSCHRECK AND PRICE

134. CONTEMPORARY RELIGIONS IN THE UNITED STATES.—A study of Judaism, Catholicism and Protestantism with reference to each faith's distinctive beliefs and practices; and a comparison of common and dissimilar features. 3 s.h. (w)
ASSOCIATE PROFESSOR PHILLIPS

135. CHRISTIAN BIOGRAPHY.—A study of Christianity in the lives and writings of a few key persons, for example, Augustine, Francis of Assisi, Luther, and Wesley. The aim of the course is to present the central stream of the development of Christian thought and practice through the study of men who were significant in their own times and whose ideas are relevant to an understanding of current Christianity. Prerequisite: 3 s.h. of Bible. 3 s.h. ASSISTANT PROFESSOR MANSCHRECK

169. CHARACTER PROBLEMS.—The psychology of adolescence and the problems of youth in character building, with attention to the character education agencies in local communities. 3 s.h. (E & W)
PROFESSOR CRUM

170. RELIGION AND THE FAMILY.—A study of marriage and American home life with emphasis upon ethical and religious aspects. Not open to students who take Sociology 250. 3 s.h. (E & W)
PROFESSOR CRUM

181. THE RELIGIOUS ENVIRONMENT OF THE BIBLICAL WORLD.—After a brief introduction to the nature and early development of religion, the history and literature of the religions of the ancient Near East are surveyed. Special attention is given to the cultures of Egypt, Mesopotamia, Babylonia, Persia, Palestine, and Greece. 3 s.h.
ASSISTANT PROFESSOR BRADLEY

182. SURVEY OF THE WORLD'S GREAT RELIGIONS.—The world's living religions are dealt with in terms of the historical development and the beliefs, practices and contemporary significance of each. Prerequisite: 3 s.h. of Bible. 3 s.h.

ASSISTANT PROFESSOR BRADLEY

185. THE NEGRO IN THE RELIGIOUS LIFE OF AMERICA.—An examination of the ways in which the Christian Church has attempted to apply the Christian ethic to race relations with attention to the ethical aspects of these relations in American life and culture. 3 s.h.

PROFESSOR CRUM

192. CHRISTIAN BELIEFS.—An introductory study of the nature, significance and contemporary relevance of some of the important Christian beliefs. Prerequisite: 3 semester hours of Bible. 3 s.h. (E)

ASSISTANT PROFESSOR BRADLEY

The following courses offered in the Divinity School may be taken by undergraduates:

103 (DS)-104 (DS). HELLENISTIC GREEK.—Designed for beginners to enable them to read the Greek of the New Testament. 6 s.h.

MR. BROWN

201 (DS)-202 (DS). FIRST HEBREW.—The principles and structure of the Hebrew language with translation of selected Old Testament narratives. 6 s.h.

PROFESSOR STINESPRING

207 (DS)-208 (DS). SECOND HEBREW.—Samuel or Kings the first semester and Isaiah the second. 6 s.h.

ASSISTANT PROFESSOR BROWNLEE

DEPARTMENTAL MAJOR

Prerequisite: Religion 1-2 or 51-52.

Major Requirements: A major in the Department of Religion consists of 18 semester hours of work, exclusive of the introductory course, selected with the approval of the instructor under whose supervision the student does his major work. Six of the 18 semester hours must be in courses with biblical content.

Related Work: This is usually twenty-four semester hours, in courses that relate to the educational needs of the student. In general, it includes six semester hours in philosophy, psychology, and sociology. Other courses may be chosen from the offerings in art, education, English literature, health education, Greek, history, Latin and political science.

ROMANCE LANGUAGES

PROFESSOR JORDAN, CHAIRMAN; ASSOCIATE PROFESSOR DOW, DIRECTOR OF UNDERGRADUATE STUDIES IN FRENCH; PROFESSOR DAVIS, DIRECTOR OF UNDERGRADUATE STUDIES IN SPANISH; ASSISTANT PROFESSOR CORDLE, SUPERVISOR OF FRESHMAN STUDIES IN FRENCH; ASSISTANT PROFESSOR FEIN, SUPERVISOR OF FRESHMAN STUDIES IN SPANISH; PROFESSORS PREDMORE AND WALTON; ASSOCIATE PROFESSORS ARCHIE, CASTELLANO AND DEMOREST; ASSISTANT PROFESSORS TORRE AND VINCENT; DRs. AUBERY, GRANT, KENDRIS, MILLER, SEBOLD, WALKER; MESSRS. BARLOW, PRATT, WATKINS; MMES. BRYAN, CASTELLANO, DOW, HARTH

French 51-52 and Spanish 65-66 are the prerequisites for all elective courses. Some preparation in courses of the 100 level is prerequisite to election of courses above 200, except by special authorization of the department.

Students who, by reason of foreign residence, have had special opportunities in French or Spanish must be classified by the Director of Undergraduate Studies.

FRENCH

1-2. ELEMENTARY FRENCH.—Essentials of grammar, reading of appropriate material, drill in the spoken language. 6 s.h. (W & E)

DR. GRANT AND STAFF

3-4. INTERMEDIATE FRENCH.—Readings in standard literary texts, review of verbs and syntax, oral exercises based on the reading texts. Prerequisite: French 1 and 2 or two years of high-school French. 6 s.h. (W & E)

ASSOCIATE PROFESSOR DOW AND STAFF

51-52. INTRODUCTION TO FRENCH LITERATURE.—Reading of representative modern and contemporary literary texts. Study of the language with stress on the achievement of aural comprehension and ability to read. Prerequisite: French 3-4 or equivalent. 6 s.h. (w & e) PROFESSOR WALTON AND STAFF

55. INTERMEDIATE CONVERSATION.—To be taken concurrently with French 51, except by departmental permission. Enrollment limited to 10 students per section. Recommended for prospective French majors. 1 s.h. (e) MRS. DOW

56. INTERMEDIATE CONVERSATION.—Prerequisite: French 55. To be taken concurrently with French 52. 1 s.h. (e) MRS. DOW

108. THE FRENCH ROMANTIC MOVEMENT.—The impact of the modern world on the French thinkers and great poets of the early nineteenth century. Readings from Rousseau; the eyewitness testimony of Chateaubriand; the lyric poetry of Lamartine, Vigny, Musset, and Hugo. 3 s.h. DR. GRANT

111. FRENCH DRAMA OF THE NINETEENTH CENTURY.—A survey of the French theater from the romantic period to the *Théâtre libre*. 3 s.h. (e) ASSOCIATE PROFESSOR DOW

112. FRENCH DRAMA OF THE TWENTIETH CENTURY.—Reading of representative plays selected from the works of Bernstein, Maeterlinck, Rostand, Sarment, Vildrac, J.-J. Bernard, Claudel, Lenormand, Pagnol, Giraudoux, and Anouilh. 3 s.h. (e) ASSOCIATE PROFESSOR DOW

123. LIBERAL THINKERS OF THE EIGHTEENTH CENTURY.—Selected works of such authors as Diderot, Montesquieu, Rousseau, and Voltaire will be studied from the point of view of their impact upon the social and political thinking of the day. 3 s.h. (w) ASSOCIATE PROFESSOR ARCHIE

127, 128. ADVANCED COMPOSITION AND CONVERSATION.—During the first semester elements of syntax are briefly reviewed, along with constant drill in the conversational idiom. In the second semester, there are exercises in free composition, with intensified treatment of pronunciation and diction. 6 s.h. (e) MRS. DOW

134. CONTEMPORARY FRENCH LIFE AND THOUGHT.—An introduction to the essential currents in French thought since 1885. Representative literary works are used as a basis for analysis and discussion of the contemporary scene. 3 s.h. (w) ASSISTANT PROFESSOR CORDLE

210. THE AGE OF RICHELIEU.—An introduction to French life and thought in the literature of the early seventeenth century. The transition from the Renaissance to classical culture. Discussions of the baroque, the *Libertins*, the scientific rationalists, the Counter Reformation. Extensive reading in Corneille and Pascal. Lectures in French. 3 s.h. (e) ASSOCIATE PROFESSOR DEMOREST

213. FRENCH CLASSICISM.—Its initial phase. Readings from Malherbe, Molière, Racine, Boileau, La Fontaine, La Rochefoucauld, Madame de Sévigné, La Bruyère, and others. 3 s.h. (e) PROFESSOR WALTON

214. FRENCH CLASSICISM.—Its final phase. Readings from Fontenelle, Saint-Simon, Abbé Prévost, Marivaux, Lesage, Montesquieu, Voltaire, and others. 3 s.h. PROFESSOR WALTON

215, 216. THE MODERN FRENCH NOVEL.—A survey of the novel form from the seventeenth to the twentieth century, with particular attention to the analysis of fundamental literary tendencies; classicism, rationalism, romanticism, and realism. 6 s.h. (e) PROFESSOR JORDAN

225. POLITICAL AND RELIGIOUS LITERATURE IN THE ROMANTIC PERIOD.—The Romantic outlook as it shapes political and religious literature from the Consulate to the Revolution of 1848. The mystics of conservatism, the prophets of a Romantic faith, and the heralds of a social republic. Lectures in French. 3 s.h. ASSOCIATE PROFESSOR DEMOREST

227. FRENCH POETRY SINCE THÉOPHILE GAUTIER.—Readings from the principal figures of the Parnassian and Symbolist movements, including Baudelaire, Leconte de Lisle, Heredia, Verlaine, Rimbaud, Mallarmé, Régner. 3 s.h. (E)

PROFESSOR WALTON

238. ANATOLE FRANCE.—Analysis of the principal phases of his work and its relation to the French tradition. Reading of his poetry, *Le Crime de Sylvestre Bonnard*, *Thaïs*, *Le Jardin d'Épicure*, *Les Dieux ont soif*, *Le Lys Rouge*, *L'Île des Pingouins*, part of *La Vie Littéraire*. 3 s.h. (E)

PROFESSOR WALTON

SPANISH

1-2. ELEMENTARY SPANISH.—Essentials of grammar, reading of appropriate materials, drill in the spoken language. 6 s.h. (W & E)

ASSISTANT PROFESSOR FEIN AND STAFF

3-4. INTERMEDIATE SPANISH.—Readings in standard literary texts, review of verbs and syntax, oral exercises based on the reading texts. Prerequisite: Spanish 1 and 2 or two years of high-school Spanish. 6 s.h. (W & E)

PROFESSOR PREDMORE AND STAFF

65-66. INTRODUCTION TO SPANISH LITERATURE.—Reading of representative modern and contemporary literary texts. Study of the language with stress on the achievement of aural comprehension and ability to read. Prerequisite: Spanish 3-4 or equivalent. 6 s.h. (W & E)

ASSOCIATE PROFESSOR CASTELLANO AND STAFF

68. INTRODUCTION TO SPANISH-AMERICAN LITERATURE.—Reading of selected modern novels typical of Spanish-American life, culture, and thought. This course is offered sometimes as an alternate to Spanish 66 and is accepted in fulfillment of major and graduation requirements. 3 s.h. (W & E)

ASSOCIATE PROFESSOR CASTELLANO AND STAFF

71. INTERMEDIATE CONVERSATION.—To be taken concurrently with Spanish 65, except by departmental permission. Enrollment limited to 10 students per section. Recommended for prospective Spanish majors. 1 s.h. (E)

MRS. CASTELLANO

72. INTERMEDIATE CONVERSATION.—Prerequisite: Spanish 71. To be taken concurrently with Spanish 66 or 68. 1 s.h. (E)

MRS. CASTELLANO

155. REPRESENTATIVE WRITERS OF SPANISH AMERICAN LITERATURE.—Reading and discussion of major works which illustrate literary trends from the early Colonial period to 1880. 3 s.h. (E)

ASSISTANT PROFESSOR FEIN

156. REPRESENTATIVE WRITERS OF SPANISH AMERICAN LITERATURE.—Study of works which are examples of the principal literary currents after 1880, with particular reference to their relationship to social ideas and problems in the same period. 3 s.h. (E)

ASSISTANT PROFESSOR FEIN

161. SPANISH LITERATURE: OLDER PERIOD.—Reading and interpretation of representative Spanish writers from the beginnings through the Golden Age. 3 s.h. (E)

DR. MILLER

162. SPANISH LITERATURE: MODERN PERIOD.—Reading and interpretation of representative writers from Romanticism to the present. 3 s.h. (E)

ASSISTANT PROFESSOR TORRE

173. ADVANCED CONVERSATION.—One hour a week will be devoted to a review of the elements of syntax. The remainder of the course aims to develop facility of expression through constant drill on vocabulary and conversational idiom. Prerequisite: Spanish 66 (or 68) and 71-72, or permission. 3 s.h. (E)

ASSOCIATE PROFESSOR CASTELLANO

174. PHONETICS AND DICTION.—This course is intended to round out the students' oral experience, with emphasis on accurate pronunciation. Use is made of phonographic demonstrations and corrective exercises, with individual recordings. Prerequisite: Spanish 173, or permission. 3 s.h. (E)

ASSOCIATE PROFESSOR CASTELLANO

257. OLD SPANISH LANGUAGE.—The historical development of the language together with illustrative readings. 3 s.h. (E)

PROFESSOR DAVIS

258. OLD SPANISH LITERATURE.—The literature of the Middle Ages and the early Renaissance. 3 s.h. (E) PROFESSOR DAVIS

260. ADVANCED COMPOSITION AND SYNTAX.—Study of fundamental difficulties in the language; practice in writing idiomatic Spanish; exercises in free composition. For students who have a satisfactory command of Spanish grammar and fair conversational ability. Prerequisites: Spanish 173, 174, or permission. 3 s.h. (E) ASSOCIATE PROFESSOR CASTELLANO

261. NINETEENTH CENTURY NOVEL.—A study of literary and social trends in the last half of the nineteenth century. Readings will be selected from the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñez, and their contemporaries. 3 s.h. (E) PROFESSOR DAVIS

264. MODERN AND CONTEMPORARY SPANISH THEATRE.—A brief review of the modern and contemporary Spanish theatre from the period of Romanticism. Lectures, reading, and discussion of the most representative works of Benavente, Martínez Sierra, los hermanos Quintero, etc. 3 s.h. (E) ASSOCIATE PROFESSOR CASTELLANO

265. GOLDEN AGE LITERATURE: CERVANTES.—The life and thought of Cervantes with special emphasis on his *Quijote*. 3 s.h. (E) PROFESSOR PREDMORE

266. GOLDEN AGE LITERATURE: THE DRAMA.—Study of the chief Spanish dramatists of the seventeenth century with readings of representative plays of this period. 3 s.h. (E) ASSOCIATE PROFESSOR CASTELLANO

270. THE SPANISH LANGUAGE IN AMERICA.—Development of the Spanish language from the time of the Discovery to the present. 3 s.h. PROFESSOR PREDMORE

275. CONTEMPORARY SPANISH LITERATURE. ESSAY AND LYRIC POETRY.—A study of the revision of national values and literary expression in the twentieth century with particular reference to the crisis of 1898 and to the enrichment of the Spanish tradition through extrapeninsular influences. 3 s.h. (E) PROFESSOR PREDMORE

276. CONTEMPORARY SPANISH LITERATURE: NOVEL.—A study of tradition and innovation in the twentieth century Spanish novel and emphasis on the novels of Unamuno, Baroja, Valle Inclán, and Pérez de Ayala. 3 s.h. (E) PROFESSOR PREDMORE

THE TEACHING OF ROMANCE LANGUAGES

RL 118. THE TEACHING OF ROMANCE LANGUAGES.—Evaluation of objectives and methods; a study of the practical problems involved in the teaching of reading, writing, hearing, and speaking; analysis of text books, special foreign language programs, teaching aids, and testing techniques. 3 s.h. (E)

ASSOCIATE PROFESSOR DOW

DEPARTMENTAL MAJOR

Prerequisites:

For French: French 51-52 (combined with 55-56), or equivalent.

For Spanish: Spanish 65-66 (combined with 71-72), or equivalent.

Major Requirements:

For French: Eighteen semester hours of work must be completed in courses numbered above 100 and must include: (a) six semester hours in course 127-128; (b) six semester hours of literature in courses 210 to 238.

For Spanish: Eighteen semester hours of work must be completed in courses numbered above 100 and must include: (a) six semester hours of linguistic training (courses 173, 174, 260); (b) six semester hours of literature in the courses numbered above 200.

RELATED WORK

Majors in Romance Languages will normally take the prescribed amount of related work in the following fields: (1) other foreign languages and literature; (2)

aesthetics; (3) history and appreciation courses in music and art; (4) philosophy; (5) general psychology; (6) history; (7) general sociology and anthropology.

Majors in Spanish may take a maximum of six hours of Spanish American political science or economics if taken with or after Spanish 155, 156.

RUSSIAN

ASSISTANT PROFESSOR WINNER

51-52. INTRODUCTION TO THE RUSSIAN LANGUAGE.—Open to freshmen with the approval of the Dean. 6 s.h. (w) ASSISTANT PROFESSOR WINNER

53-54. INTERMEDIATE RUSSIAN LANGUAGE.—Prerequisite: Russian 51-52 or equivalent. 6 s.h. (w) ASSISTANT PROFESSOR WINNER

101, 102. RUSSIAN CULTURE AND LITERATURE THROUGH THE NINETEENTH CENTURY.—After a brief survey from earliest times through eighteenth-century classicism, enlightenment, and sentimentalism, attention is focused on the literature of the nineteenth century, and the development of romanticism and of the realistic school. Special attention is given to the works of Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoi, Dostoevsky, and Gorki. Readings are assigned in English translation. 6 s.h. (w) ASSISTANT PROFESSOR WINNER

103. AN INTRODUCTION TO SOVIET LITERATURE AND CULTURE.—An analysis of the development of Russian literature and culture since the Bolshevik revolution and the effect of Soviet policy on the literary production of the time. A survey of the important literary currents from Gorki and Mayakovski through Sholokhov. Lectures and class discussion. Readings will be assigned in English translation. 3 s.h. (E) ASSISTANT PROFESSOR WINNER

[Not offered in 1956-57.]

105. HISTORY OF THE RUSSIAN THEATRE AND DRAMA.—A discussion of the most significant stages of Russian dramatic art from the earliest primitive harvest ceremonies to the development of theatrical realism and naturalism in the end of the nineteenth century and the development of the dramatic arts in the Soviet Union is combined with a study of the development of the Russian theatre, with special emphasis on such figures as Stanislavski, Meierholdt, Vakhtangov, etc. Class discussion and visual demonstrations. Readings are assigned in English translation. 3 s.h. (w) ASSISTANT PROFESSOR WINNER

[Not offered in 1956-57.]

112. PUSHKIN AND THE BIRTH OF RUSSIAN REALISM.—A study of Pushkin and his contemporaries from the point of view of their relationship to the development of the Russian romantic movement and to the emergence of an independent Russian realistic approach to literature. An analysis of the influence of Western literary figures, particularly Byron, on the development of Russian letters of the early nineteenth century. Readings are assigned in English translation. Prerequisite: Russian 101 or consent of the instructor. 3 s.h. (w)

[Not offered in 1956-57.]

ASSISTANT PROFESSOR WINNER

201, 202. THE NOVELISTS OF NINETEENTH CENTURY RUSSIA.—The principal writers discussed are Pushkin, Lermontov, Gogol, Goncharov, Saltykov-Shchedrin, Turgenev, Dostoevsky and Tolstoy. Discussion of the main cultural events for the period. Attention is given to the literary relations between Russia and the West. Extensive readings in English translation. Lectures, oral reports and term paper each semester. A knowledge of Russian is not required. 6 s.h. (w)

ASSISTANT PROFESSOR WINNER

SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR JENSEN, CHAIRMAN; ASSOCIATE PROFESSOR SCHETTLER, DIRECTOR OF UNDERGRADUATE STUDIES, AND SUPERVISOR OF FRESHMAN INSTRUCTION; PROFESSORS HART AND THOMPSON; ASSOCIATE PROFESSOR LABARRE; ASSISTANT PROFESSORS WHITRIDGE AND ROY; MESSRS. HOWELL, MCNURLEN AND ESTUS

91-92. GENERAL SOCIOLOGY.—An introduction to the scientific study of social life; its origin, evolution and organization as illustrated in the study of a number of concrete social problems. 6 s.h. (E & W)

PROFESSOR JENSEN; ASSOCIATE PROFESSOR SCHETTLER;
ASSISTANT PROFESSORS ROY AND WHITRIDGE;
MESSRS. ESTUS, HOWELL AND MCNURLEN

101. GENERAL SOCIOLOGY.—A more intensive version of course 91-92, which enables the student to complete the introductory course in sociology in one semester. 5 s.h. (W)

ASSISTANT PROFESSOR ROY

I. ANTHROPOLOGY

93. GENERAL ANTHROPOLOGY.—Origins and distribution of the races of mankind; a survey of human palaeontology and human biology, world archaeology, prehistory and languages; and the origins of the family, primitive economics, arts, social and political organization. Special attention is given to primitive peoples. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

94. CULTURAL ANTHROPOLOGY.—A study of the dynamics of culture, the causal factors, functions, integration and disintegration, diffusion, growth and change of cultures. Emphasis is upon the simpler societies. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

212. PRIMITIVE RELIGION.—The ethnography, the social functions and the socio-psychological meanings of religion in primitive societies. Prerequisite: course 91-92, or 101, or 93 or 94. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

213. PERSONALITY AND SOCIETY.—The sociology and social psychology of human personality, its origins in the primary group, its nature and varieties, and its integrations into secondary group institutions, with emphasis upon the normal personality and its adjustments in our society and to our culture. Prerequisite: course 91-92, or 101, or 93 or 94. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

214. PERSONALITY AND CULTURE.—The influence of culture patterns and social institutions on character structure, socialization of the individual and the dynamics of human personality. Comparative anthropological materials will be drawn upon. Prerequisite: course 213. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

215. THE AMERICAN INDIAN.—A comprehensive survey of the Indians of North and South America, including a study of origins and prehistory, archaeology, physical anthropology, languages, material culture, social and political organization, economics and religion, discussed in terms of the "culture area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

217. THE PEOPLES OF AFRICA, ASIA, AND OCEANIA.—A comprehensive survey of non-European peoples of the Old World, covering available prehistory, archaeology, racial affiliations, languages, material culture, social and political organization, economics and religion, discussed in terms of the "cultural area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h. (W)

ASSOCIATE PROFESSOR LABARRE

[Not offered in 1956-57.]

II. COMMUNITY, RACE AND CULTURE

(Courses 91-92, or 101, or 93, or 94 prerequisite for all courses.)

133. SOCIOLOGY OF THE SOUTH.—The developing regional organization of the world economy studied with especial reference to Southern life and problems.

A survey of the composition and distribution of population, races and race relations; economic conditions underlying population, race factors and culture of the South. Primary emphasis is upon social change and its control. 3 s.h. (w)

PROFESSOR THOMPSON

134. HUMAN ECOLOGY.—A study of the human community in its competitive and cooperative aspects. 3 s.h. (w)

PROFESSOR THOMPSON

[Not offered in 1956-57.]

137. THE NEGRO IN AMERICA.—A study of the history and changing status of the Negro regarded as a symbol and protagonist of minority groups in America and elsewhere. 3 s.h. (w)

PROFESSOR THOMPSON

233. RURAL SOCIOLOGY.—The sociology of the land; peasant and folk societies and cultures; patterns of rural settlement like the farm, the plantation, the ranch and others; rural personality types; the changing character of rural life; rural problems. 3 s.h. (w)

PROFESSOR THOMPSON

[Not offered in 1956-57.]

235. URBAN SOCIOLOGY.—A study of the city and civilization, the newspaper, the social survey, the slum and housing, neighborhoods and natural areas, urban institutions, urban problems, and city planning. 3 s.h. (w)

PROFESSOR THOMPSON

237. COMMUNITY AND SOCIETY.—This course seeks to provide a frame of reference for the analysis and ordering of facts pertaining to the diverse cultures of the world, the State, the world community, the Great Society, news, mass behavior, social problems, races and classes. 3 s.h. (w)

PROFESSOR THOMPSON

238. RACE AND CULTURE.—A study of the nature of race and of the relationships and problems of race. 3 s.h. (w)

PROFESSOR THOMPSON

III. COLLECTIVE BEHAVIOR

(Courses 91-92, or 101, or 93 or 94 prerequisite for all courses.)

142. THE SOCIOLOGY OF DISCUSSION.—A course designed to develop practical social skills in intellectual cooperation. In the light of sociological theory of intellectual conflict, competition and cooperation, practice will be provided in the group solution of problems through committees, conferences and forums, and in the discussion processes whereby cooperation can be substituted for social antagonism. Prerequisites: either Sociology 91, 101, or 93, or 94 and six hours to be selected from history, political science, Economics 105 and 155, and Education 115 and 176. Enrollment limited to a maximum of 30. 3 s.h. (w)

PROFESSOR HART

149. INTRODUCTION TO CHILD WELFARE.—A study of heredity and environment as factors in personality development: infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. 3 s.h. (E)

PROFESSOR HART

243. SOCIAL ATTITUDES AND COLLECTIVE BEHAVIOR.—Study of attitudes as products of social interaction; organization of attitudes into personal behavior patterns; expression of social attitudes in social, political and industrial groups; social unrest and the behavior of crowds and mobs; analysis of social movements, strikes, revolutions, and other group organizations. 3 s.h. (w)

ASSOCIATE PROFESSOR SCHETTLE

245. THE SOCIOLOGY OF PERSONALITY DISORGANIZATION AND ADJUSTMENT.—A sociological approach to the disorganization of personality with special emphasis upon the personality maladjustments resulting from different types of social situations, and the sociological techniques of personality reorganization and adjustment. 3 s.h. (w)

ASSOCIATE PROFESSOR SCHETTLE

246. PUBLIC OPINION AND PROPAGANDA.—Nature and development of public opinion; relation to attitude, biases, stereotypes and controversial issues; role of leaders, pressure groups and minority groups; use of radio, press, motion picture

and graphic arts; propaganda and censorship; measurements of public opinion. 3 s.h. (w) ASSOCIATE PROFESSOR SCHETTTLER

248. **PRESSURE GROUPS AND PUBLIC RELATIONS.**—A study of the nature and activities of pressure group organizations in the fields of business, industry, politics, education, religion, patriotism, etc., that seek to influence public opinion, with especial attention being given to the roles and functions of public relations counsellors and lobbyists. 3 s.h. (w) ASSOCIATE PROFESSOR SCHETTTLER

250. **MARRIAGE AND THE FAMILY.**—An analysis of contemporary marriage and family experience with emphasis on its functions, problems, resources and values. Not open to students who have received credit for Religion 170. 3 s.h. (w) PROFESSOR HART

IV. SOCIAL ORGANIZATION AND DISORGANIZATION

(Courses 91-92, or 101, or 93, or 94 prerequisite for all courses.)

153. **THE FIELDS OF SOCIAL WORK.**—A non-professional course, designed to acquaint the student with the types of problems existing in both rural and urban communities which can be dealt with in a remedial and preventive way; how they arise in the reciprocal interaction of personality and culture, what their effects are in terms of personal and social disorganization, how communities are organized to deal with them, and social agencies which have been developed to deal with problems of each type, together with an evaluation of effectiveness of the techniques employed. 3 s.h. (e) ASSISTANT PROFESSOR WHITRIDGE

157. **SOCIAL CHANGE AND SOCIAL CONTROL.**—Basic nature of inventions as related to ideological and material factors; role of the inventor, reformer, and non-conformist; mobility, diversification and individualism as by-products of social change; techniques of social control in the family, school, church, industry and government; social planning and leadership in a dynamic society. 3 s.h. (w) ASSOCIATE PROFESSOR SCHETTTLER

158. **SOCIOLOGY OF THE PROFESSIONS AND OCCUPATIONS.**—Analysis of the professional and occupational structure of the American economy; shifts and trends in occupations and professions for men, women and minority groups; social and economic characteristics of occupational and professional groups; factors in the selection of a profession or occupation; sources of information about occupations and professions; measurements of aptitudes, abilities and skills; employer-employee relationships. 3 s.h. (w) ASSOCIATE PROFESSOR SCHETTTLER

165. **INTRODUCTION TO INDUSTRIAL SOCIOLOGY.**—An analysis and appraisal of the various factors that affect human relations in industry. It will deal with the interpersonal and intergroup relationships within the individual industrial unit which determine its efficiency as an economic and social institution; the social relationships of workers with one another and with management; their influence upon productivity, the relations of the worker toward the job, labor turnover, absenteeism, etc., and the social conditions in the community, housing, family life; recreation, etc., as they affect the social relations within the industrial community. 3 s.h. (w) ASSISTANT PROFESSOR ROY

166. **INDUSTRY AND SOCIETY.**—A study of industrial institutions in their interrelationships with other forms of social behavior in the broad cultural setting of western civilization. The emphasis in this course will be on an examination of the influence of changes in the technical and social organization of industry upon community organization, social stratification, social mobility, social interaction, and personality development. Attention will center upon analysis of specific social problems resulting from the impact of industrial change. 3 s.h. (w) ASSISTANT PROFESSOR ROY

261. **PROBLEMS IN INDUSTRIAL SOCIOLOGY.**—Analysis of human relations problems that confront administrators of industrial institutions and leaders in community life. In this course emphasis falls on the examination of concrete case materials and appraisal of published research with consideration of possibilities for further development of scientific procedures in the field of industrial sociology. 3 s.h. (w) ASSISTANT PROFESSOR ROY

262. EDUCATION AND THE CULTURAL PROCESS.—A study of education (1) as carried on traditionally among preliterate and folk peoples, and (2) as it becomes a problem in racially and culturally complex societies like that of the United States. 3 s.h. (w) PROFESSOR THOMPSON

271. SOCIAL PATHOLOGY.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; poverty, physical defectiveness, malnutrition, mental deficiency, mental disease, undirected leisure activities and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. 3 s.h. (E) PROFESSOR JENSEN

273. SPECIAL PROBLEMS IN SOCIAL PATHOLOGY.—Research projects in social and personal disorganization, limited to advanced students with the approval of the instructor. 1 to 3 s.h. *each semester*. (w) PROFESSOR JENSEN

276. CRIMINOLOGY.—A study of the original tendencies of man and the problem of socializing these tendencies; the relations of physical and mental defectiveness and untoward influence in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. 3 s.h. (E) PROFESSOR JENSEN

V. SOCIAL THEORY

(Course 91-92, or 101, or 93 or 94 prerequisite for all courses.)

286. SOCIAL ETHICS.—A study of sociological fundamentals underlying ethics, including the controversy between materialistic and idealistic social thinkers, the nature of personalities and of social organization, the nature of social values, types of social interaction and their effects upon general social values, underlying principles and facts of social change, and the bearings of all these upon certain social problems. 3 s.h. (w) PROFESSOR HART

288. CONTEMPORARY PROBLEMS IN CULTURAL LAG.—An exploration of such sociological problems as social evolution, cultural lag, conflict, accommodation, leadership, and social reform, in relation to the crisis of civilization, precipitated by the development of the atomic bomb and by kindred discoveries and inventions. 3 s.h. (w) PROFESSOR HART

VI. METHODS OF SOCIAL RESEARCH

(Course 91-92, or 101, or 93 or 94 prerequisite for all courses.)

191. PRINCIPLES OF SOCIAL CASE INVESTIGATION.—A non-professional course designed to acquaint the student with the basic research techniques employed in the case study of the interrelationships of personality and culture in various fields of sociological and anthropological interest. 3 s.h. (E)

ASSISTANT PROFESSOR WHITRIDGE

193. BASIC STATISTICAL METHODS IN SOCIOLOGY.—The processes of definition, classification, measurement, tabulation, association, correlation, comparison of averages and of percentages, prediction, preparation and interpretation of tables and charts, as applied to and illustrated by sociological data. One lecture, one recitation and three laboratory hours. 3 s.h. (w) PROFESSOR HART

292. STATISTICAL TECHNIQUES IN SOCIOLOGY.—Intended for graduate students, and for undergraduates who are ready to undertake original statistical research projects. 3 s.h. (w) PROFESSOR HART

293. SPECIAL PROBLEMS IN SOCIAL STATISTICS.—Applications of statistical techniques to specific research topics. Limited to advanced students with permission of the instructor. 1 to 3 s.h. *each semester*. (w) PROFESSOR HART

DEPARTMENTAL MAJOR

Prerequisite: Sociology 91-92 or 101.

Major Requirements: Eighteen semester hours of work in the Department in addition to Sociology 91-92 or 101, including at least six semester hours in Senior-Graduate courses.

Related Work: A minimum of eighteen semester hours, at least twelve of which are normally chosen from two of the following fields: economics, education, history, political science and psychology. Additional courses in health and physical education, philosophy and religion may also be elected as related work when indicated by the educational requirements of the student and approved by the departmental adviser. But not more than six hours work in courses primarily open to Freshmen may be counted toward this requirement.

ZOOLOGY

PROFESSOR GRAY, CHAIRMAN; ASSOCIATE PROFESSOR ROBERTS, DIRECTOR OF UNDERGRADUATE STUDIES; ASSOCIATE PROFESSOR HUNTER, SUPERVISOR OF FRESHMAN INSTRUCTION;

PROFESSORS BOOKHOUT, SCHMIDT-NIELSEN AND WILBUR; ASSOCIATE PROFESSORS BAILEY AND HORN; ASSISTANT PROFESSORS NACE, ODUM, SANDEEN AND VERNBERG; DRs. CUMMINGS, JACOBS, MATURO AND WARD

1. ANIMAL BIOLOGY.—The principles of biology as applied to animals. 4 s.h. (w & e) ASSOCIATE PROFESSORS HUNTER AND ROBERTS; ASSISTANT PROFESSOR SANDEEN AND STAFF

2. GENERAL ZOOLOGY.—A brief survey of the animal kingdom. Prerequisite: Zoology 1. 4 s.h. (w & e) PROFESSOR BOOKHOUT; ASSOCIATE PROFESSOR HUNTER; ASSISTANT PROFESSOR VERNBERG AND STAFF

53. COMPARATIVE VERTEBRATE ANATOMY.—A study of the anatomy and evolution of the organ systems of vertebrates. Prerequisites: Zoology 1, 2. 4 s.h. (w) ASSOCIATE PROFESSOR HORN AND STAFF

71. HEREDITY AND EUGENICS.—Effects of environment and heredity upon the individual and populations; interpretation of human genetic histories. Prerequisite; one year of zoology. 3 s.h. (w) DRs. JACOBS AND WARD

92. GENERAL EMBRYOLOGY.—A study of the fundamental principles of embryology as illustrated in the frog, chick and mammal. Prerequisite: Zoology 53. 4 s.h. (w) ASSISTANT PROFESSOR NACE AND STAFF

109. EVOLUTION.—The facts and theories of organic evolution. Prerequisite: two years of zoology. 3 s.h. (w) ASSOCIATE PROFESSOR BAILEY

110. INTRODUCTION TO GENETICS.—The principles and practical applications of genetics as applied to animals. (Primarily for majors in zoology.) Prerequisite: two years of zoology or consent of instructor. 4 s.h. (w) DRs. JACOBS AND WARD

120. ORNITHOLOGY.—Lectures, laboratory and field trips dealing with the classification, adaptations, and natural history of birds. Prerequisite: one year of zoology. Zoology 53 recommended. 4 s.h. (w) ASSOCIATE PROFESSOR BAILEY

151. PRINCIPLES OF PHYSIOLOGY.—An introductory survey of physiological functions. Prerequisites: At least a year of zoology and a year of chemistry. 4 s.h. (w) PROFESSORS SCHMIDT-NIELSEN AND WILBUR

156. VERTEBRATE HISTOLOGY.—The microscopic structure of normal tissues and organs of the vertebrate body. Training will be given in the preparation of material for microscopic study. Prerequisite: Zoology 53. 4 s.h. (w) ASSOCIATE PROFESSOR ROBERTS

161. ANIMAL PARASITES.—An introductory course dealing with biological principles involved in parasitism of animals including man. Prerequisite: one year of zoology. 4 s.h. (e) ASSOCIATE PROFESSOR HUNTER

193. FUNDAMENTALS OF ZOOLOGY.—The principles involved in the study of structure, function, ecology, genetics, classification, and evolution of animals. An elementary course without laboratory designed for senior students. Not open to students who have had previous courses in zoology. 3 s.h. (w) ASSISTANT PROFESSOR VERNBERG

196. SEMINAR: CURRENT DEVELOPMENTS IN ZOOLOGY.—Prerequisites: Zoology 53 and 92. Open only to seniors. 2 s.h. (w) STAFF

FOR SENIORS AND GRADUATES

204. ADVANCED PARASITOLOGY.—Lectures, readings, and laboratory work, dealing with practical and theoretical problems of classification, morphology and host relations of animal parasites. Offered in alternate years. Prerequisite: Zoology 161. 4 s.h. (E) ASSOCIATE PROFESSOR HUNTER

216. LIMNOLOGY.—A study of lakes, streams, and ponds including their classification, photosynthetic productivity, geochemistry, physical patterns, pollution, fisheries, and significance as microcosms. Lectures, field trips, laboratory work. Prerequisites: Chemistry 1, 2, and a year of biology. 4 s.h. (w) ASSISTANT PROFESSOR ODUM

219, 220. SPECIAL PROBLEMS.—Senior majors who have had proper training may be permitted to carry on special work. Permission must be obtained from the Director of Undergraduate Studies and the instructor under whom the student wishes to work. Not more than 4 s.h. (W & E) STAFF

222. ENTOMOLOGY.—A study of anatomy, physiology, embryology, and classification of insects. Offered in alternate years. Prerequisite: One year of zoology. 4 s.h. (w) PROFESSOR GRAY

224. VERTEBRATE ZOOLOGY.—A study of life histories, adaptations, ecology and classification of vertebrate animals. Offered in alternate years. Prerequisite: Zoology 53. 4 s.h. (w) PROFESSOR GRAY

238. SYSTEMATIC ZOOLOGY.—The fundamental theory and practice involved in the collection, identification, and classification of animals. Offered in alternate years. Prerequisites: Zoology 1, 2. 4 s.h. (w) ASSOCIATE PROFESSOR BAILEY

245. RADIATION BIOLOGY.—An introductory course which deals with the basic physical, chemical, and biological principles upon which the study of the biological effects of radiation is based. It consists of four sections: Radiation Physics, Radiation Cytogenetics, Radiation Biochemistry, and Radiation Physiology. Laboratory work using various radiation sources and a number of organisms give an opportunity to investigate these principles at first hand. Special lecturers will include members of the staff of the Biology Division of the Oak Ridge National Laboratory. Prerequisites: Mathematics through trigonometry, college physics, inorganic and organic chemistry. 4 s.h. (w) VISITING PROFESSOR KIRBY-SMITH

252. COMPARATIVE PHYSIOLOGY.—The physiological mechanisms of animals studied on a comparative basis. Prerequisite: Zoology 151 or equivalent. 4 s.h. (w) PROFESSOR SCHMIDT-NIELSEN

253. ADVANCED VERTEBRATE MORPHOLOGY.—Lectures, reports, and reading assignments in the comparative morphology of the vertebrates, with particular emphasis on theories concerning the interrelationships of vertebrates and the origin of certain vertebrate structures. Advanced laboratory study of structure in selected groups of vertebrates. Offered in alternate years. Prerequisites: Zoology 53, 92. 4 s.h. (w) ASSOCIATE PROFESSOR HORN

271. CELLULAR PHYSIOLOGY.—The physiological processes of living matter approached through studies of cells and tissues. Prerequisites: two years of biology and at least one year of chemistry. 4 s.h. (w) PROFESSOR WILBUR

274. INVERTEBRATE ZOOLOGY.—A study of structure, functions, and habits of invertebrate animals under normal and experimental conditions. Field trips will be made to study, collect, and classify animals in their natural habitats. Offered in alternate years. Prerequisites: Zoology 1, 2. 4 s.h. (w) PROFESSOR BOOKHOUT

276. PROTOZOOLOGY.—The morphology, physiology, taxonomy, and culture of protozoa. Offered in alternate years. Prerequisites: Zoology 1, 2. 4 s.h. (w) PROFESSOR BOOKHOUT

278. INVERTEBRATE EMBRYOLOGY.—Lectures, readings and laboratory work dealing with rearing, life history and development of invertebrates. Offered in alternate years. Prerequisite: Zoology 92. 4 s.h. (w) PROFESSOR BOOKHOUT

For summer courses in Marine Biology consult the Bulletin of the Duke University Marine Laboratory.

DEPARTMENTAL MAJOR

Prerequisites: Zoology 1 and 2.

Major Requirements (for both A.B. and B.S. degrees): A minimum of 24 s.h. of zoology including courses 53, 92, 151 or 271.

Related Work: At least one year of chemistry; additional work usually chosen from courses in botany, chemistry, geology, mathematics and physics.

Language Requirements: For A.B. degree: Preferably German or French. For B.S. degree: Both German and French.

Courses of Instruction College of Engineering



CIVIL ENGINEERING

ASSOCIATE PROFESSOR J. W. WILLIAMS, ACTING CHAIRMAN; ASSOCIATE PROFESSOR PALMER;
ASSISTANT PROFESSORS ARGES, GARDNER, HAINES, LEWIS, AND STOTTLEMYER;
MESSRS. BROWN, DAVIS, PETERSON, AND THARP

CE 51. CIVIL ENGINEERING FUNDAMENTALS.—An introductory to engineering procedures and methods. The history and scope of civil engineering. Prerequisite: Engrg 1, Math 5 and 6. 1 s.h. (w) STAFF

CE 61. SURVEYING I.—Use of instruments; transit, stadia and compass surveying; differential and profile leveling; setting grade stakes; calculations of bearings, latitudes, departures and areas; methods of plotting; mapping based on transit-tape and stadia surveys; determination of azimuth by solar and stellar observations; care and adjustment of instruments. Prerequisite: Engrg 1 and Math 6. 4 s.h. (w) ASSISTANT PROFESSOR ARGES AND MR. THARP

CE 62. SURVEYING II.—Topographic surveying using stadia and plane table; rural and urban land surveys; public land system; grading plans and earthwork quantities; triangulation. Introduction to photogrammetry. Prerequisite: CE 61. 2 s.h. (w) ASSISTANT PROFESSOR ARGES AND MR. PETERSON

CE 108. *ADVANCED STRENGTH OF MATERIALS.—Applications of Mohr's circle, deflections, and energy of strain to advanced problems. Prerequisite: Engrg 107. 3 s.h. (w) ASSISTANT PROFESSOR GARDNER

S 110. PLANE SURVEYING.—The equivalent of CE 61 given especially for students in forestry. See Bulletin of Summer Session. 4 s.h. (w) ASSISTANT PROFESSOR ARGES

CE 113. ROUTE SURVEYING.—The calculation and laying out of simple, compound, and easement curves; widening of curves; vertical curves; setting slope stakes; ordinary earthwork computations and mass diagrams. Prerequisite: CE 61. 2 s.h. (w) ASSOCIATE PROFESSOR WILLIAMS

CE 116. HIGHWAY ENGINEERING.—Location, design, construction and maintenance of highways and city streets; soil stabilization; traffic studies; economics of planning and design. Prerequisite: CE 113, CE 135. 3 s.h. (w) ASSOCIATE PROFESSOR WILLIAMS AND MR. THARP

CE 118. MATERIALS OF ENGINEERING.—Study and testing of materials, commonly used in engineering. Standard tests to determine significant physical properties of cementing materials and aggregates. The design and proportioning of concrete mixtures. Prerequisite: Engrg 107. 3 s.h. (w) ASSISTANT PROFESSORS ARGES AND GARDNER

CE 121. *HYDROLOGY.—Fundamentals of meteorology; precipitation; evaporation. Ground water development. Stream flow and stream gaging. Hydrograph analysis. Flood routing. Field trips to be arranged. Prerequisite: Engrg 128. 3 s.h. (w) ASSISTANT PROFESSOR STOTTLEMYER

CE 123. HYDRAULIC ENGINEERING.—Pipe flow, compound pipe systems, network analysis, analysis and problems on pumps and turbines, fundamental aspects of hydrology. Open channel flow, non-uniform flow computations. Irrigation and drainage problems. Flood control and hydraulic structures. Prerequisite: Engrg 128. 3 s.h. (w) ASSISTANT PROFESSOR STOTTLEMYER

* Offered only upon sufficient demand; enrollment limited.

CE 124. SANITARY ENGINEERING.—Public Health and Engineering Aspects of Water Supply and Waste Disposal. Population estimation, storage requirements, supply and collection systems. Water and waste treatment, laboratory analyses and interpretation of results. Prerequisite: CE 123, Chemistry 2. 3 s.h. (w)

MR. BROWN

CE 128. INDUSTRIAL WATER SUPPLIES.—Water quality for industrial uses. Analytical techniques and interpretation of results. Boiler feed water requirements; softening, ion exchange; deaeration, priming; foaming; corrosion; embrittlement. Control of treatment processes. Prerequisite: Chemistry 1-2. 3 s.h. (w) Not offered 1956-57.

CE 131. STRUCTURAL MECHANICS I.—Stresses in trusses by algebraic and graphic methods under all conditions of loading. Structural drafting. Prerequisite: Engrg 107. 3 s.h. (w)

ASSOCIATE PROFESSOR PALMER AND ASSISTANT PROFESSOR STOTTLEMYER

CE 132. STEEL AND TIMBER.—Tension, compression, flexural members, eccentric connections, unsymmetrical bending, riveted and welded plate girders, trusses and office building frames. Timber design using ring connectors. Design and detail drawings. Prerequisite: CE 131. 4 s.h. (w)

ASSOCIATE PROFESSOR PALMER AND ASSISTANT PROFESSOR STOTTLEMYER

CE 133. REINFORCED CONCRETE.—Theory and design of reinforced concrete beams, columns, and footings. Arches and bents by column analogy. Prerequisite: CE 140. 4 s.h. (w)

ASSISTANT PROFESSOR GARDNER

CE 135. SOIL MECHANICS.—Identification and classification; flow nets; frost action; stability of foundations, cuts and embankments, and retaining walls; settlement. Laboratory includes identification, permeability, shear, unconfined compression, consolidation and compaction tests. Prerequisite: Engrg 107. 3 s.h. (w)

ASSISTANT PROFESSOR GARDNER

CE 137-138. SEMINAR.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. 2 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS AND STAFF

CE 140. STRUCTURAL MECHANICS II.—Application of least work, slope deflection, and moment distribution to statically indeterminate structures. Deflection of trusses. Prerequisite: CE 131. 3 s.h. (w) ASSOCIATE PROFESSOR PALMER

CE 142.*ADVANCED HYDRAULICS.—Statistical and dynamical principles of fluids applied to specific engineering problems. Effects of gravity, viscosity, compressibility, and surface tension on fluid motion in closed conduits and open channels; surface and form resistance; dimensional analysis and theory of models. Non-uniform flow in open channels. Hydraulic jump, backwater curves. Prerequisites: Engrg 128 or ME 105. 3 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS

CE 143-144. PROJECTS IN CIVIL ENGINEERING.—This course may be assigned by the Chairman of the Department to certain seniors who have shown an aptitude for research in one distinct field of civil engineering, in which case it may be substituted for certain general civil engineering courses. 2-6 s.h. (w)

STAFF

CE 146. PROFESSIONAL ENGINEERING PROBLEMS.—Professional aspects of civil engineering practice. Selected problems in analysis and design, consideration of engineering economy, contracts, specifications, and ethics. Seniors only. 2-3 s.h. (w)

ASSOCIATE PROFESSOR PALMER

ELECTRICAL ENGINEERING

ASSOCIATE PROFESSOR VAIL, CHAIRMAN; PROFESSOR SEELEY; ASSOCIATE PROFESSORS EGERTON, KRAYBILL AND MEIER; ASSISTANT PROFESSORS ARTLEY, KOENIG AND OWEN; MESSRS. THURSTONE AND W. L. WILLIAMS

EE 51. ELECTRICAL ENGINEERING ORIENTATION.—A course designed to present the basic philosophy of engineering education; to provide an introduction to the staff, the curriculum, and the facilities of the Department of Electrical

* Offered only upon sufficient demand; enrollment limited.

Engineering; to introduce techniques for use of the library; to provide instruction in use of the slide-rule and in methods of study; to provide information concerning the role of engineering and of the professional engineering societies in our national life, and to introduce the principles of engineering economy. One two-hour session. 1 s.h. (w)

ASSOCIATE PROFESSOR KRAYBILL AND ASSISTANT PROFESSOR ARTLEY

EE 52. ELECTRICAL ENGINEERING PRINCIPLES I: ELECTROMAGNETICS.—The first of a three-course sequence that develops the fundamental principles common to all electrical engineering. This first course considers the mathematical and physical analysis of energy relations in electric and magnetic fields. The interrelationships between field and circuit concepts provide the transition to an introductory study of electric and magnetic circuits. Representative topics are: vector notation; potential; gradient; Faraday's and Coulomb's laws; Ampere's law; dielectric and magnetic materials; resistance, capacitance and inductance of systems of conductors; systems of electric and magnetic units; simple circuits. Four recitations. Prerequisite: Mathematics 52; Physics 42. 4 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 71. INSTRUMENTATION.—Basic principles of instrumentation systems; characteristics and construction of devices for measuring physical quantities encountered in all branches of engineering. One three-hour session. Prerequisite: Mathematics 51; Physics 42. 1 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 101. ELECTRICAL ENGINEERING PRINCIPLES II: CIRCUITS.—A detailed study of the principles of alternating and direct-current electric circuits; instantaneous and effective values; the algebra of phasors and complex quantities; impedances in combination; Kirchhoff's laws; coupling; nonsinusoidal waves; Laplace transforms; transients. Prerequisite: EE 52. Concurrent: Mathematics 111. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL, ASSISTANT PROFESSOR ARTLEY,
AND MR. THURSTONE

EE 102. ELECTRICAL ENGINEERING PRINCIPLES III: NETWORKS.—An introductory study of the principles of electric network analysis employing more sophisticated techniques than were encountered in the preceding course. Matrix notation is employed in introducing a generalized concept of impedance. Demonstration is made of the use of electric network analogue techniques in solving non-electrical problems. Specific topics include: mesh and nodal analysis; wye-delta transformations; reciprocity theorem; Thevenin's and Norton's theorems; polyphase circuits. Prerequisites: EE 101; Mathematics 111. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL AND ASSISTANT PROFESSOR ARTLEY

EE 106. INTRODUCTORY ELECTRONICS.—A presentation of topics that are basic to engineering application of electronics: particle ballistics; emission; conduction in vacuums, gases, liquids and solids; static and dynamic characteristics of vacuum and solid state devices; basic amplifier circuits. Three recitations. Prerequisite: EE 101. Concurrent: EE 114. 3 s.h. (w)

ASSISTANT PROFESSORS KOENIG AND ARTLEY

EE 107-108. ELECTRICAL ENGINEERING PRINCIPLES LABORATORY.—A two-semester course designed to provide instruction in electrical laboratory techniques and in the preparation of engineering reports, and to provide experimental verification and amplification of the theory in the sequence of courses EE 52, EE 101 and EE 102. One three-hour laboratory. 2 s.h. (w)

STAFF

EE 114. INTRODUCTORY ELECTRONICS LABORATORY.—A course designed to acquaint the student with electronic equipment and laboratory techniques, as well as to complement and supplement the principles of the classroom course, with which it should be taken concurrently. 1 s.h. (w)

STAFF

EE 123. PRINCIPLES OF ELECTRIC CIRCUITS.—A course designed especially for students in other branches of engineering, covering the fundamental electrical units and both alternating and direct-current circuits. Three class sessions and one three-hour laboratory. Prerequisite: Mathematics 52 and Physics 42. 4 s.h. (w)

ASSOCIATE PROFESSORS KRAYBILL AND EGERTON;
ASSISTANT PROFESSOR KOENIG; MR. W. L. WILLIAMS

EE 124. PRINCIPLES OF ELECTRIC MACHINERY.—A course designed especially for students in other branches of engineering, covering the application of the principles of course EE 123 to alternating and direct-current machinery and associated apparatus. Three class sessions and one three-hour laboratory. Prerequisite: EE 123. 4 s.h. (w)

ASSOCIATE PROFESSORS KRAYBILL AND EGERTON;
ASSISTANT PROFESSOR KOENIG; MR. THURSTONE

EE 159. *TRANSMISSION.—A development of the theory underlying the transmission of electric energy over conductors at both power and communication frequencies. Two class sessions and one two-hour computation. Prerequisite: EE 102, EE 106, Mathematics 111. Elective for electrical majors. 3 s.h. (w)

PROFESSOR SEELEY

EE 161. *HIGH-VOLTAGE PHENOMENA.—An introductory study of high-voltage phenomena and their engineering application; behavior of gaps and insulators upon application of power-frequency and impulse voltages; corona; properties of insulating materials; high-voltage measurements; elements of high-voltage design. Two class sessions and one three-hour laboratory. Prerequisite: EE 101-102, EE 105, EE 106, and permission of instructor. Elective for electrical majors. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL

EE 163-164. ELECTRIC MACHINERY LABORATORY.—A two-semester course paralleling and integrated with the classroom course, EE 257-258, with which it should be taken concurrently. 2 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 165-166. ELECTRICAL ENGINEERING SEMINAR.—A course in which seniors are required to present oral reports and dissertations on material appearing in current engineering literature. Juniors may participate, but without credit. 2 s.h. (w)

STAFF

EE 167-168. ADVANCED ELECTRONICS LABORATORY.—A two-semester laboratory course paralleling and integrated with the classroom course in Advanced Electronic Networks, with which this course should be taken concurrently. 2 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 171. *FUNDAMENTALS OF ILLUMINATION.—A course designed to familiarize the student with some of the factors that influence seeing; to provide a working knowledge of lighting language, sources, and measuring techniques; and to acquaint the student with the basic factors involved in recommended lighting practice. Two class sessions and one two-hour computation. Prerequisite: EE 101-102 or EE 123, and permission of instructor. Elective. 3 s.h. (w)

ASSOCIATE PROFESSOR KRAYBILL

EE 173-174. *PROJECTS IN ELECTRICAL ENGINEERING.—A course which may be undertaken only by seniors who show special aptitude, or who may have had previous experience directly related to the proposed project. The consent of the Chairman of the Department must be obtained before registering. Elective for electrical majors. 3-6 s.h. (w)

STAFF

EE 175. *NETWORK ANALYSIS.—An advanced study of electric network theory and its application to certain problems in engineering practice: complex frequency; pole and zero network analysis; analogue solutions; filters and transmission lines. Prerequisite: EE 102; permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 177. *ELECTROMAGNETIC THEORY.—Vector analysis; Maxwell's equations; radiation; propagation; antennas. Prerequisite: EE 102; permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 179. *ADVANCED ELECTRICAL MEASUREMENTS.—A study of the theory and practice of measurements of electrical quantities at extremes of voltage, current, power, and frequency. Two class sessions and one three-hour laboratory. Prerequisite: EE 71; EE 102; EE 106; and permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 185. *SOLID STATE ENGINEERING.—A course to introduce students of electrical engineering to useful concepts and engineering applications arising from the field of solid state physics. A study of crystalline structure and the thermal

* Offered only upon sufficient demand; enrollment limited.

properties of solids is followed by a treatment of insulators semi-conductors, and conductors. Attention is given also to the magnetic properties of engineering materials. Prerequisite: Physics 75; permission of instructor. 3 s.h. (w)

ASSOCIATE PROFESSOR VAIL

EE 187. *NUCLEAR ENGINEERING.—An introductory course for engineering students interested in preparing for active participation in the fields of nuclear science and engineering. Review of nuclear physics; fission and the chain reaction; nuclear reactor principles; materials, instrumentation, and control of nuclear reactors; selected application and techniques of nuclear engineering. Prerequisite: Physics 75; permission of instructor. 3 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 189. *ELECTROMAGNETIC DEVICES.—A development of the general concepts and techniques useful in solving problems arising in the design of electromagnetic devices. Particular attention is given to devices employing ferromagnetic materials. The general principle is introduced and then is applied to such devices as: relays; saturable reactors; rotating amplifiers; motors and generators. Prerequisite: permission of instructor. 3 s.h. (w)

ASSISTANT PROFESSOR ARTLEY

EE 197. *INDUSTRIAL APPLICATION OF ELECTRICAL EQUIPMENT.—A course of lectures, demonstrations, and recitations designed especially for students in other branches of engineering, dealing with the basic principles of utilization of a wide variety of electrical equipment in industrial practice. Emphasis is on industrial control, motor and generator application, and electronic devices and applications. Prerequisite: EE 124 and permission of instructor. Elective for non-electricals. 3 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 199. *FEEDBACK CONTROL SYSTEMS.—An introductory study of the theory, analysis, design and operation of servomechanisms, regulators, program controllers, and other feedback controls. Included are electrical, mechanical, hydraulic, aerodynamic, pneumatic, and thermal systems. Steady-state and transient solutions, stability criteria and diagrams, and linear and non-linear systems are considered. Two class sessions and one three-hour laboratory. Prerequisite: EE 102, EE 106, and permission of instructor. Concurrent: EE 163 and EE 257. Elective for electrical majors. 3 s.h. (w)

ASSISTANT PROFESSOR KOENIG

EE 257-258. ELECTRIC MACHINERY I-II.—A two-semester course that applies the principles of the first three years to a study of the underlying theory of design and operation of both static and rotating electric machinery. Specifically treated are: transformers; rotating machine components; energy flow in generators and motors; induction and synchronous generators and motors; commutation; d-c generators and motors; series and parallel operation of electric machines. Prerequisite: EE 102. Concurrent: EE 163-164. 6 s.h. (w)

ASSOCIATE PROFESSOR MEIER

EE 261-262. ADVANCED ELECTRONIC NETWORKS I-II.—A two-semester course dealing with advanced topics in engineering electronics: electronic circuit analysis; narrow- and wide-band amplifiers; feedback amplifiers; oscillators; modulation and demodulation; nonsinusoidal waves in linear and non-linear circuits; microwave devices; communication systems. Prerequisite: EE 102; EE 106. Concurrent: EE 167-168. 6 s.h. (w)

ASSISTANT PROFESSOR OWEN

EE 263-264. *OPERATIONAL CIRCUIT ANALYSIS.—An advanced course covering the mathematical analysis of certain circuits used in electrical engineering, with an introduction to the application of operational calculus to circuit analysis. Prerequisite: EE 101-102, Mathematics 111, and permission of instructor. Elective for electrical majors. 6 s.h. (w)

PROFESSOR SEELEY

MECHANICAL ENGINEERING

ASSOCIATE PROFESSOR KENYON, ACTING CHAIRMAN; ASSOCIATE PROFESSOR REED; ASSISTANT PROFESSORS ELSEVIER, FULTON, AND WILBUR; MESSRS. CALLESON, HWANG, RABIN, SMITH AND TAYLOR

ME 52. KINEMATICS, MECHANISM AND KINETICS.—Motion of particles. Mathematical and graphical studies of displacement, velocity and acceleration in

* Offered only upon sufficient demand; enrollment limited.

linkages, cams, gears and trains of mechanism. Synthesis of mechanisms. Moment of inertia. Translation, rotation and general plane motion of rigid bodies. Work, energy, impulse and momentum. Three recitations and three laboratory hours. Prerequisite: Physics 51, Engineering 2. Concurrent: Mathematics 52, Engineering 57. 4 s.h. (w)
ASSISTANT PROFESSOR FULTON, MESSRS. HWANG AND RABIN

ME 101-102. ENGINEERING THERMODYNAMICS.—A basic study of the laws of thermodynamics, their corollaries, and their use in engineering analysis and design. Properties and processes of gases, vapors, vapor-liquid systems, and mixtures. Cycles. Combustion. Prerequisite: Chemistry 2, Physics 42, Mathematics 52. 6 s.h. (w)
ASSISTANT PROFESSOR WILBUR

ME 103-104. APPLIED THERMODYNAMICS.—A terminal course in thermodynamics and its engineering applications, for civil and electrical engineering students. First semester: first and second laws, gases, vapors, processes, cycles. Second semester: combustion, heat transfer, engines, compressors, boilers, turbines, refrigeration. Prerequisite: Chemistry 2, Physics 42, Mathematics 52. 6 s.h. (w)
ASSISTANT PROFESSORS FULTON AND WILBUR, MR. HWANG

ME 105. FLUID MECHANICS.—An introduction to fluid statics and dynamics. Basic laws, internal and external flow phenomena, dimensional analysis, dynamic similarity, viscosity, compressibility, propulsion and fluid power. Prerequisite: Physics 42, Mathematics 52. 3 s.h. (w)
ASSOCIATE PROFESSOR KENYON

ME 106. HEAT TRANSFER.—A basic course covering conduction, radiation and convection; heat transfer to boiling liquids and condensing vapors; over-all transfer of heat; steady state and variable flow; graphical and analytical solutions. Prerequisite: Mathematics 52, Physics 42. Concurrent: ME 102 or ME 103, ME 105 or Engineering 128. May be elected by a limited number of CE and EE students. 3 s.h. (w)
ASSOCIATE PROFESSOR REED

ME 107. MATERIALS AND PROCESSES.—Lectures and recitations covering elementary metallurgy, selection and mechanical properties of engineering materials, and effect of fabrication methods upon properties; casting, forging, welding, rolling, machining, grinding, other common processes and interchangeable manufacture as applied to present-day industry. Supplemented with films and demonstrations. Prerequisite: Chemistry 2, Engineering 107, Engineering 109. 3 s.h. (w)
ASSISTANT PROFESSOR WILBUR, MESSRS. CALLESON AND SMITH

ME 108. *AERONAUTICS.—A general course applying the principles of fluid mechanics to airfoils, propellers and the complete airplane. Prerequisite: ME 105. 3 s.h. (w)
ASSISTANT PROFESSOR ELSEVIER

ME 113-114. JUNIOR MECHANICAL ENGINEERING LABORATORY.—Open only to mechanical engineering students. First semester: experiments and reports on instruments, dynamometers, hydraulics, analysis of exhaust gas, and properties of fuels and oils. Second semester: experiments and reports on analysis of coal, heating value of fuels, steam calorimetry and flow, injectors and ejectors. Concurrent: ME 101-102. 2 s.h. (w)
STAFF

ME 115-116. MECHANICAL ENGINEERING LABORATORY.—Open only to electrical and civil engineering students. Experiments and reports on instruments, hydraulics, brakes and dynamometers, analysis of exhaust gas, heating value of fuels, internal combustion engines, oil-and-gas-fired boiler, air compressor, steam engine, steam turbine, centrifugal fan and centrifugal pump. Concurrent: ME 103-104. 2 s.h. (w)
STAFF

ME 150-151. MACHINE DESIGN.—Application of the principles of mechanics, strength of materials, constructive processes and engineering drawing to the design of bolted, riveted and welded connections, pressure vessels and machine elements, followed by the design of at least one complete machine. ME 150 has one recitation and three laboratory hours; ME 151 has three recitations and six laboratory hours. Prerequisite: Engineering 107, Engineering 109, ME 52. Concurrent with ME 150: ME 107. 7 s.h. (w)
ASSISTANT PROFESSOR LEWIS AND MR. CALLESON

* Offered only upon sufficient demand; enrollment limited.

ME 153-154. HEATING, AIR CONDITIONING AND REFRIGERATION.—A fundamental course with emphasis on the theoretical basis of the subject. Determination of heat losses and gains; design of steam and hot water heating systems; panel heating. Fundamentals of refrigeration theory and design. Laboratory experiments combining rating and testing with demonstrations of principles. Prerequisite: ME 102 or ME 104, ME 106. Concurrent: ME 159-160. Three recitations, three laboratory hours in alternate weeks. 7 s.h. (w)

ASSOCIATE PROFESSOR REED

ME 155 INTERNAL COMBUSTION ENGINES.—Principal cycles; fuels and fuel mixtures; effect of real mixtures on theoretical cycles; combustion; carburetion and fuel injection. Thermodynamic analysis of engine performance. Modern development in the internal combustion engine. Prerequisite: ME 101-102. 3 s.h. (w)

ASSISTANT PROFESSOR ELSEVIER

ME 157. *PUMPS, COMPRESSORS AND TURBINES.—An introduction to the theory and design of centrifugal pumps and compressors, axial-flow compressors, impulse and reaction turbines, and gas turbine plants. Includes combustion systems and regenerators. Prerequisite: ME 102, ME 105, ME 106. 3 s.h. (w)

ASSISTANT PROFESSOR FULTON

ME 158. INDUSTRIAL ENGINEERING.—A study of the growth and present tendencies of productive industries as concerns the engineer. Specific topics treated are: plant location, organization, production and cost controls, wage payment, etc. Seniors only. 3 s.h. (w)

ASSISTANT PROFESSOR LEWIS AND MR. SMITH

ME 159-160. SENIOR MECHANICAL ENGINEERING LABORATORY.—Open only to mechanical engineering students. First semester, 1 s.h.: experiments and reports on performance and economy of internal combustion engines, oil-and-gas-fired-boiler, centrifugal pump and fan, steam engine and turbine, flow in ducts, heat exchanger. Second semester, 2 s.h.: experiments and reports on air compressor and on steam power plant components and unit; plan, execution and report of a self-designed experiment. Prerequisite: ME 105, ME 106, ME 114. (w)

STAFF

ME 162. POWER PLANTS.—A study of the economic and engineering factors affecting the location and selection of power plants and related equipment. Includes discussion of fuels and methods of power production including nuclear power. Prerequisite: ME 102 or ME 104. 3 s.h. (w)

ASSOCIATE PROFESSOR KENYON

ME 163. ADVANCED MECHANICS.—An introduction to the theory of elasticity and the theory of plasticity; theories of metal failure; equilibrium, stability and governing of systems; acceleration of Coriolis; kinetics of mechanisms; mechanical vibrations and balancing of rotating machinery. Prerequisite: Mathematics 53, ME 151. 3 s.h. (w)

ASSOCIATE PROFESSOR REED AND ASSISTANT PROFESSOR FULTON

ME 164. *ENGINEERING ANALYSIS.—A study of a series of engineering problems with particular reference to mathematical and graphical methods of solution and engineering interpretation of results. 3 s.h. (w)

ASSISTANT PROFESSOR WILBUR

ME 166. *AIR CONDITIONING DESIGN.—Analysis of air-conditioning requirements, summer and winter, commercial and industrial. Design of systems and units; selection of equipment. Prerequisite: ME 153. 3 s.h. (w)

MR. SMITH

ME 171. INSTRUMENTATION.—An introduction to the basic fundamentals of instrumentation and of the control of processes and systems, with emphasis on the principles of measurements. Open to seniors only. One recitation, three laboratory hours. 2 s.h. (w)

MR. HWANG

ME 173-174. MECHANICAL ENGINEERING SEMINAR.—A course designed to keep the students abreast of progress in the engineering field and to develop their ability to express ideas effectively in speech and writing. Each student gives at least one major presentation. Open to seniors only. First semester, 2 s.h.; second semester, 1 s.h. (w)

STAFF

* Offered only upon sufficient demand; enrollment limited.

ME 197-198. PROJECTS IN MECHANICAL ENGINEERING.—This course may be assigned by the Chairman of the Department to certain seniors who express a desire for such work and who have shown aptitude for research in one distinct field of mechanical engineering. Either semester or both semesters. 1-6 s.h. (w)
STAFF

COMMON ENGINEERING SUBJECTS

STAFF

ENGRG 1. ENGINEERING DRAWING.—The study of mechanical drawing with emphasis on third angle projection, pictorial drawing, dimensioning, working drawings, pencil and ink techniques. 2 s.h. (w)

ASSISTANT PROFESSORS HAINES AND LEWIS; MR. DAVIS

ENGRG 2. DESCRIPTIVE GEOMETRY.—A study of drawing board geometry with emphasis on line and plane problems, developments, and intersections. Further emphasis on drawing techniques. Prerequisite: Engrg 1. 2 s.h. (w)

ASSISTANT PROFESSORS HAINES AND LEWIS

ENGRG 57. STATICS.—Concurrent forces, parallel forces, nonconcurrent and nonparallel forces, centroids, friction, moment of inertia. Prerequisite: Engrg 1. Concurrent: Mathematics 52. 3 s.h. (w)

ASSOCIATE PROFESSOR PALMER AND MR. THARP

ENGRG 58. DYNAMICS.—General principles of dynamics as applied to particles and rigid bodies. Translation, rotation, general plane motion, work and energy, impulse and momentum, gyroscopic motion. Prerequisite: Engrg 57 and Mathematics 52. 3 s.h. (w)

ASSISTANT PROFESSOR ARGES

ENGRG. 107. STRENGTH OF MATERIALS.—Stresses and strains in elastic bodies; shear and moment diagrams; stresses in beams; beam deflections by double integration and area—moments; statically indeterminate beams, torsion, principal stresses. Prerequisite: Engrg 57, Mathematics 52. 3 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS AND ASSISTANT PROFESSOR ARGES

ENGRG. 109. STRENGTH OF MATERIALS LABORATORY.—Study and use of testing machines and strain gages. Tests to determine significant physical properties of the common engineering materials. Experimental verification of the elementary theory of structural members. Must be preceded or accompanied by Engrg 107. 1 s.h. (w)

ASSISTANT PROFESSOR ARGES AND MR. PETERSON

ENGRG 128. HYDRAULICS.—Physical properties of fluids, fluid statics, continuity and energy principles, pressure-momentum principle, elementary principles of turbines and pumps, flow of a real fluid, dimensional analysis and dynamic similarity, fluid flow in closed conduits and in open channels, fluid measurements. Prerequisite: Engrg 58 or ME 52. 3 s.h. (w)

ASSOCIATE PROFESSOR WILLIAMS AND MR. PETERSON

ENGRG 151. *AIRCRAFT STRUCTURES.—Fundamental theory of stress analysis of airplane components including an introduction to design principles and methods. Space structures, inertia forces, load factors, properties of aircraft materials, buckling of thin sheets and curved panels, semimonocoque structures, plasticity, shear flow theory, semitension field beams. Seniors only. Prerequisite: Engrg 107. 3 s.h. (w)

ASSISTANT PROFESSOR STOTTELMYER

ENGRG 169. *LEGAL ASPECTS OF ENGINEERING.—A course designed to introduce engineering students to those aspects of the law encountered in the practice of engineering. Subjects included are: contracts and specifications, real and personal property, torts, insurance, agency, equity, evidence, labor management, sales, expert testimony, engineering registration and ethics. Open to seniors only. 3 s.h. (w)

MR. RABIN

170. PATENT LAW FOR ENGINEERS.—A course designed to familiarize engineering students with the legal principles and procedures for protecting patentable inventions, such as drafting and analysis of specifications and claims, study of infringements, assignments, licenses, and record documentation. Open to seniors only. 3 s.h. (w)

MR. RABIN

* Offered only upon sufficient demand; enrollment limited.

Student Life and Activities



CONDUCT AND DISCIPLINE: The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

General oversight of the conduct of students and the administering of discipline are under the supervision of the Vice-President in the Division of Student Life. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the dean of that college. However, through the expressed willingness of the students of the University to assume the responsibility of maintaining high standards of morals and honor, the student body has properly become to a great degree self-governing. Two councils, one of men and the other of women, each composed of duly elected representatives of the student body, exercise the authority granted the students for their respective colleges to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings.

The student councils have been helpful to the administrative authorities of the University. They exert a guiding and stimulating influence for the promotion of high ideals of conduct and of student relationships.

ASSEMBLY AND CLASS MEETINGS: The sophomore, junior and senior classes of Trinity College and the College of Engineering meet four times each year and on call to discuss matters pertinent to the individual groups. The freshman classes of these colleges hold weekly meetings. Attendance in class meetings is compulsory.

In the Woman's College the Student Government Association meets on first Monday evenings; house meetings are held on second Monday evenings; the College Assembly is held on third Monday evenings; and class meetings, with the exception of the freshman class, are held on fourth Monday evenings. The freshmen meet as a class each week. In each instance, attendance is required.

AUTOMOBILE REGULATIONS: Freshmen are not permitted to own or operate motor vehicles at the University. Members of other

classes in Trinity College and the College of Engineering are permitted to operate motor vehicles provided they are registered and operated in accordance with University regulations; under the same conditions seniors in the Woman's College may have cars.

SCHOLASTIC REGULATIONS FOR PARTICIPATION IN ATHLETIC AND OTHER ACTIVITIES: Students who received less than a passing grade on more than six hours of required work of the preceding term are ineligible to represent the University in any athletic contest, concert, or other public event.

Members of athletic teams or other student groups engaging in public representation of the University are expected to be carrying their current work satisfactorily. Students may be barred from participation in such representation if, in the opinion of the dean, they fail to meet this requirement.

RELIGIOUS LIFE: "Eruditio et Religio," the motto emblazoned on the seal of the University, proclaims belief in the essential union of knowledge and religion in the educational process. Provisions, both academic and extra-curricular, are made for the realization of this aim. Academic offerings in the field of Religion are described elsewhere in this catalog. The description below concerns non-academic provisions.

The Gothic Chapel stands at the center of the campus, an inspiring symbol of the place of religion in the well-balanced life. This is the home of the Duke University Church, Interdenominational. The Church encourages the cultivation of the spiritual and moral life of students through participation in a program of varied activities.

In the Service of Worship on Sunday morning several hundred students participate by singing in the choir; at least one hundred other students aid in special ways, as ushers, collectors, and assistants at communion services. Hundreds come to worship and are inspired by the beauty and challenge of these services.

But the Church also encourages the students to translate their worship into effective Christian living. A rich program of activities is offered, so that every student can find something that will challenge his interests and meet his needs as an active member of his faith.

These activities are developed along three lines: interfaith, interdenominational, and denominational. Protestant, Jewish, and Roman Catholic students are organized in their respective groups; but periodically they join together in interfaith programs which are carefully planned to respect the traditions of the various faiths. Interdenominational activities for all Protestant students are emphasized because it is believed that a more complete Christian faith is developed through sharing knowledge and fellowship with Christians of other churches.

Vital to the religious life at Duke are the various church groups

known on the campus as the Protestant Denominational Groups. The Church looks to these organizations, under the leadership of their respective chaplains or advisers, to provide a continuing denominational experience through worship, study, service activities, and recreation. The promotion of churchmanship as a part of the total educational experience at Duke is designed to equip students to assume the role of leaders in their local church when they leave the University.

Additional features of the program are the organ recitals and special musical services which are given from time to time on Sunday afternoons in the Chapel. During the summer, carillon recitals are presented twice a week.

The total religious program is under the direction of the Official Board of the Church, composed of an equal number of faculty-staff members and students. The Chaplain is the administrative officer in charge of the religious activities program. Professional guidance is given by the Chaplain to the University, the Dean of the Chapel, the Choir Director, and the Organist, the Associate Directors of Student Religious Life, and the denominational Chaplains.

PUBLIC LECTURES AND SOCIAL FUNCTIONS: The Faculty Council on Public Lectures supervises all public lectures, addresses, and other public events given under the auspices of the University or of any organization in any way connected with the University. All dates and programs must be approved by the Council, which prepares an official yearly calendar. Current announcements of public occasions appear in the Weekly Calendar of Duke University issued by the Department of Alumni Affairs.

A social committee composed of students and staff members from the undergraduate colleges exercises general supervision over major social functions. The executive officers of the committee are the Dean of Undergraduate Men and the Dean of Undergraduate Women.

MEDICAL CARE: With the exceptions noted below, full medical and surgical care is furnished to all regularly matriculated students of the University. The cost is included in the general fee paid each semester and in the fees charged each student in the summer quarter.*

The service is under the direction of the University Physician with the cooperation of the Staff. It includes hospitalization in Duke Hospital, as deemed necessary by the Hospital Staff but limited to thirty days; medical and surgical care under the supervision of a senior physician or surgeon; drugs, X-ray work, and ward nursing. Special nursing is not covered. Students pay for board while in the hospital. Refraction of eyes, treatment of teeth and of all chronic and pre-existing conditions, such as diseased tonsils, hernias, pilonidal cysts

* Only those students who have paid the fee for the semester, quarter or summer session during which illness occurs are entitled to the services described herein.

and other elective surgery, chronic skin conditions, endocrine disturbances, etc., and accidents or illnesses occurring during vacations or while off the campus, are not included in this service. The cost of any necessary braces and orthopaedic appliances, as well as of special nursing, must be borne by the students, and blood used for transfusions must be paid for or replaced. If students have insurance providing hospitalization, surgical, or medical benefits, the benefits shall be applied to the cost of their medical care.

Advisory consultation with a psychiatrist at no expense is available to students through referral either by the Student Health Physicians or by the deans, but office visits for psychotherapeutic interviews cannot be included in this service.

A woman physician is in residence and a nurse in constant attendance at the Woman's College Infirmary. Patients in this Infirmary can be transferred to the Duke Hospital at any hour of the day or night. Male students receive ambulant care at the student health office in the hospital building during dispensary hours. Men are admitted to the hospital directly whenever necessary. The emergency service and the specialist consulting services of the Hospital and Medical School are always available.

Students are given a careful physical examination upon arrival at the University. Any physical defects are recorded along with the record of the questionnaire from the family physician. All students are requested to be vaccinated successfully against smallpox before admission to the University. It is urgently advised that they take typhoid vaccine if they have not done so within three years, and that all male undergraduates be actively immunized to tetanus by injections of toxoid.

PHYSICAL EDUCATION: Students of Trinity College and the College of Engineering are required to engage in some type of physical activity for two years or four full semesters. This work consists of participation in natural, practical, physical activity for at least three one-hour periods each week. The purpose is to improve body control and strength through big muscle activities, to stimulate the development of mental and physical alertness, to establish habits of regular exercise, and to give training and experience in various kinds of recreational sports that will be indulged in after the student is graduated from the University.

Intramural sports are promoted and fostered in all phases of athletic activity. Meets, tournaments, and leagues are seasonally organized in the different sports. All students of the two colleges are eligible to enjoy the intramural privileges, provided they comply with the intramural rulings. Participation in these activities is entirely voluntary, but they are very popular because they provide an opportunity

for every man to enter into competition and recreation in those sports which he enjoys most.

The work of the Physical Education Department of the Woman's College is designed to give the students of that college an appreciation of the value of activity for general physical well-being, skill in one or more activities which can be enjoyed as recreation during and after college, a well-developed and well-coordinated body, and a knowledge of good posture and efficient handling of the body in everyday activities. To this end, students are allowed to choose from a large number of activities, including individual, dual and team sports, swimming, and several types of dancing. Each student during her two years of required physical education must elect one course in dance and those students who are unable to pass the swimming test must take one course in swimming before graduation. At the mid-point in the fall semester of the freshman year, the activity course ends and all freshmen take two periods a week of body mechanics and one of social hygiene for the remainder of the semester.

The Dance Group, the Swimming Club, and the other sports clubs run by the Woman's Athletic Association give opportunities for all students to take part in the types of intramural activities most interesting to them. The swimming pool, tennis courts, and other athletic equipment are available to all students for use at specified times.

In order to meet certain hygienic aspects of physical education and intramural athletics, the University has made available for all students, in addition to facilities for physical activity and recreation, the following equipment and services:

1. (a) MEN. A regulation uniform: shirt, trunks, supporter, socks, sweat clothes, and towel.
(b) WOMEN. Gym suit, dance costume, bathing suit, warm-up suit.
2. Provision for locker and handling of uniform.
3. The laundering of uniform and towel as needed.

The privileges and services listed above are available to all students who pay full fees, as long as they comply with the rules and regulations established for the care and handling of the equipment.

THE INTERCOLLEGIATE ATHLETIC PROGRAM: The program, controlled entirely by the University, consists of the organization and training of representative freshman and varsity teams in football, basketball, track, cross country, golf, gymnastics, lacrosse, soccer, swimming, tennis, and wrestling.

The program is under the supervision of the Athletic Council, composed of seven members. Three of the seven are appointed from the faculty as follows: one member from the Officers of General Administration, one from the Officers of Educational Administration, division of the Colleges, and one from the Officers of Instruction of the undergraduate colleges. From this group the President of the

University appoints the faculty chairman, who serves as chairman of the Athletic Council and of its executive committee.

Four of the seven members are selected from the alumni. One of the four, a University Trustee, an alumnus, and a member of the Board's standing Committee on Physical Education and Athletics, is appointed not less frequently than every three years by the chairman of the Board of Trustees. The remaining three, who may not succeed themselves, are elected annually by the general Alumni Association for terms of three years. The Director of Alumni Affairs serves *ex officio* as secretary of the Council and of the executive committee.

The three faculty members of the Athletic Council constitute a committee which alone has the responsibility of enforcing the scholarship and athletic requirements of the University for participation in intercollegiate sports. The athletic eligibility rules are those of the Atlantic Coast Conference.

The executive committee of the Athletic Council is composed of the faculty chairman of the Council, one other faculty member of the Council and one alumni member of the Council. The executive committee of the Council recommends to the President of the University persons to serve as Director of Athletics and as coaches in the various sports. The election of such persons, however, rests solely with the Board of Trustees of the University or with its Executive Committee on recommendation of the President of the University. The executive committee of the Council recommends to the Athletic Council athletic schedules and the award of insignia of merit earned by members of the athletic teams. However, decisions with respect to the same rest solely with the Athletic Council subject to approval of the President.

Each of the four undergraduate classes selects annually, for terms of one year, a member of each respective class to serve in an advisory capacity to the Athletic Council upon call of the faculty chairman on the matter of awarding insignia of merit.

All funds arising from athletics are handled entirely by the Treasurer of the University. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University and a report thereof made annually to the Executive Committee of the Board of Trustees.

THE DUKE STUDENT UNION: All students of Trinity College, the College of Engineering, and the Woman's College are members of the Student Union. The Union Building, located on the West Campus, is the student center. In one section the alumni offices, dining facilities, University store, grill, soda fountain, post office, barber shop, bank, and ball room are housed. In the other there are student organization offices; meeting rooms; information center; music, television, reading, and Town Boys' lounge; and a recreational area. Similar

facilities for services and activities for the Woman's College are provided on that campus.

The Union has as its stated purpose "to stimulate, promote, and develop the social, recreational, cultural, educational, and spiritual activities of the students of Duke University." This purpose is carried out through a broad program of social and cultural recreation adapted to the leisure-time interests and needs of the campus. This program is administered by a Board of Governors composed of ten students and the Director of the Student Union. Numerous activity committees plan and work under the supervision of the Board of Governors.

STUDENT ACTIVITIES OFFICES: The Student Activities Offices, established for the purpose of guiding and coordinating the activities of the various student organizations, are under the supervision of the Director of the Student Union on the West Campus and the Dean of Undergraduate Women on the East Campus. The Offices cooperate with the University Treasurer's Office in providing banking service and advice with regard to budgeting, accounting, and auditing. Permanent records of all financial activities of organizations are kept here. These Offices, in cooperation with the University Purchasing Department, also serve in the capacity of purchasing agent for affiliated student organizations. There is no charge for this service.

STUDENT PUBLICATIONS: Student publications of the University are under the control of a Publications Board, which is constituted as follows: three members from the University staff and two from the alumni, appointed by the President; six men from the junior and senior classes, elected by the students in Trinity College and the College of Engineering; four women from the junior and senior classes, elected by the students in the Woman's College; and four editors and four managers of student publications, *ex officio* members without voting power. No student publications can be started at the University without the approval of the Board.

The four publications of campus-wide interest are the *Archive* (monthly); the *Chanticleer* (annual); the *Chronicle* (semiweekly); *Duke Peer*. The Engineering students issue a professional bimonthly magazine, the *DukEngineer*.

STUDENT BROADCASTING SYSTEM: The student broadcasting system of the University is under the control of a Radio Council, which is constituted as follows: two members from the University staff, appointed by the President; three members from the faculty who serve as engineering, production, and business advisers; three men from the junior and senior classes, including one engineer, elected by the students in Trinity College and the College of Engineering; one woman from either the junior or senior class, elected by the students of the Woman's College; one man from either the junior or senior class,

elected by the members of the Student Legislature of the Men's Student Government Association from within the membership of that body; one woman from either the junior or senior class, elected by the members of the Woman's Student Government Council from within the membership of that body; and four student managers of the student broadcasting system, *ex officio* members without voting power.

STUDENT ORGANIZATIONS: The following organizations are active on the campus: *The Men's Student Government Association of Duke University* comprises all men students in Trinity College and the College of Engineering. Through its officers and a council it initiates policies and oversees matters within the control of the male student body. The council is composed of seven members: four executive officers, attorney general, chairman of the Campus Welfare Committee, and chairman of the Educational Affairs Committee.

The Woman's Student Government Association is similar in character to the men's association. Its council is composed of the officers of the Association, house presidents, house judicial representatives, and president of the Town Girls' Club, class representatives, and chairman of the Freshman Advisory Council, *ex officio*.

The Young Men's Christian Association and the *Young Women's Christian Association* are branches of the national student Christian Associations. Each body aims not only to enrich the religious life of its members as individuals but also to promote religious group activity. These organizations carry on extensive activity in the fields of social service, faculty-student relations, forums, and other related projects. Membership in the Student Religious Council relates these organizations to the total religious activities program of the Duke University Church, Interdenominational.

Other organizations and activities include the following: Air Force Club; Arnold Air Society; Bench and Bar Society (Pre-Legal Undergraduates) Chemistry Club, Class of 1956; Class of 1957; Class of 1958; Class of 1959; Commodore Club (N.R.O.T.C. Social Organization); Debate Council; Duke-Charlotte Club; Duke Players; Duke University Church (Interdenominational); Duke University Handbook, and Directory; Engineer's Student Council; Hoof 'n' Horn; Interdormitory Council; Interfraternity Council; Intramural Athletic Department; Men's Freshman Advisory Council; Miami-Duke Club; Pep Board; Pre-Medical Society; Publications Board; Radio Council, Reading Club; Semper Fidelis Society; Shoe and Slipper Club; Sociology Club; Student Religious Council; Student Union Board of Governors; Town Boys' Club; Town Girls' Club; WDBS (campus radio station); Woman's College Student Forum; Women's Athletic Association; Women's Freshman Advisory Council; Women's Pan-Hellenic Council; Young Democrats Club; and the Campus Chest Fund

The following honorary orders and fraternities have chapters on

the campus: National—Alpha Kappa Psi (Economics); Delta Phi Alpha (German); Eta Sigma Phi (Classics); Kappa Chi (Pre-Ministerial); Kappa Delta Pi (Educational); Mu Sigma (Psychology); Omicron Delta Kappa (Leadership—Men); Phi Beta Kappa (Scholarship); Phi Eta Sigma (Freshman Scholarship—Men); Pi Mu Epsilon (Mathematics); Sigma Delta Pi (Spanish); Sigma Pi Sigma (Physics); Sigma Xi (Science); Tau Kappa Alpha (Forensic); Tau Psi Omega (French).

Local—Ivy (Scholarship—Freshman Women); Delta Phi Rho Alpha (Athletic—Women); Varsity "D" Club (Athletic—Men); Beta Omega Sigma (Leadership—Sophomore Men); Sandals (Leadership—Sophomore Women); Phi Kappa Delta (Leadership—Women); Red Friars (Leadership—Senior Men); White Duchy (Leadership—Senior Women).

Engineering (Professional)—American Institute of Electrical Engineers; the American Society of Civil Engineers; and the American Society of Mechanical Engineers. Engineering (Honorary)—Tau Beta Pi (Engineering national honor society); Eta Kappa Nu (Electrical engineering national honorary society); Pi Tau Sigma (Mechanical engineering national honorary society); Order of St. Patrick (Leadership).

Local musical organizations available to qualified members are: Chamber Orchestra; Concert Band; Madrigal Singers; Marching Band (Men); Men's Glee Club; Symphony Orchestra; University Chapel Choir; Women's Glee Club.

The following national social fraternities have chapters on the campus: Alpha Tau Omega; Beta Theta Pi; Delta Sigma Phi; Delta Tau Delta; Kappa Alpha; Kappa Sigma; Lambda Chi Alpha; Phi Delta Theta; Phi Kappa Psi; Phi Kappa Sigma; Pi Kappa Alpha; Pi Kappa Phi; Sigma Alpha Epsilon; Sigma Chi; Sigma Nu; Sigma Phi Epsilon; Tau Epsilon Phi; Theta Chi; Zeta Beta Tau.

The following national social sororities have chapters on the campus: Alpha Chi Omega; Alpha Delta Pi; Alpha Phi; Alpha Epsilon Phi; Delta Delta Delta; Delta Gamma; Kappa Alpha Theta; Kappa Delta; Kappa Kappa Gamma; Phi Mu; Pi Beta Phi; Sigma Kappa; Zeta Tau Alpha.

Honors and Prizes



HONORS: To be eligible for Honors a student must earn, during the year, credit for at least the minimum academic load permitted by the college in which he is registered. All semester hours on which a student receives a grade are counted in the determination of Honors. Students in the freshman, sophomore, and junior classes who earn an average of at least three and one-half quality points per semester hour are given Honors.

The degree of Bachelor of Arts or of Bachelor of Science with distinction is conferred in accordance with the following rules:

To be eligible for general Honors at graduation a student must have completed in residence a minimum of ninety semester hours. Those students who earn an average of at least three and one-half quality points per semester hour are recommended for a degree *magna cum laude*. Those who earn an average of at least three and three-fourths quality points per semester hour are recommended for a degree *summa cum laude*.

Graduation with distinction in his major department is awarded to the student who, in the opinion of the department and of a special committee of the faculty, has demonstrated exceptional achievement in the area of his special interest.

MEDALS AND PRIZES: *The Wiley Gray Medal* was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee, the best, with respect to both declaration and composition.

The Debate Council authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha Fraternity.

The Robert E. Lee Prize is the gift of The Reverend A. W. Plyler, of the Class of 1892, and Mrs. Plyler. The sum of \$50 is awarded annually at Commencement, preferably to that member of the senior class of Trinity College or the College of Engineering who, in character and conduct, in scholarship and athletic achievement, in manly virtues and capacity for leadership, has most nearly realized the standards of the ideal student. The Vice President in the Division of Student Life, the Graduate Manager of Athletics, and the President of the Student

Council constitute a committee to draft and adopt regulations governing the award.

Alpha Kappa Psi Medallion. Beta Eta Chapter of Alpha Kappa Psi, a professional fraternity in commerce, awards annually the Alpha Kappa Psi Scholarship Key to the male senior student pursuing a degree in the Department of Economics and Business Administration who has attained the highest scholastic average for three years of collegiate work in this University.

Medal of the North Carolina Association of Certified Public Accountants. The North Carolina Association of Certified Public Accountants annually awards a medal to the senior who, in the judgment of his instructors, is the most outstanding student in accounting in his graduating class.

Julia Dale Prize in Mathematics. This is a prize of books given annually to the undergraduate who shows the greatest proficiency in the study of calculus.

The Milmore Prize, consisting of one year's subscription to the *Electrical World*, is awarded each year to that student from North or South Carolina graduating in the Department of Electrical Engineering who, in the opinion of the faculty of that department and as shown by his grades, has made the most progress in electrical engineering during his last year in college.

The Tau Beta Pi Prize. The North Carolina Gamma chapter of Tau Beta Pi, national honorary engineering fraternity, awards each year a suitable prize, such as an engineering handbook, to a sophomore student in engineering for outstanding scholastic achievement during the freshman year.

The Phi Lambda Upsilon Prize. Phi Lambda Upsilon, honorary chemical society, yearly awards a suitable prize to an outstanding junior who is majoring in chemistry. The recipient's name is inscribed on a plaque displayed in the Chemistry Library.

The Pegram Chemistry Club Prize is awarded in the spring of each year for scholarship in chemistry, physics, and mathematics. The prize consists of a one-year junior membership in the American Chemical Society and a one-year subscription to either the *Journal of the American Chemical Society* or *Industrial and Engineering Chemistry*. To qualify for this prize, the student must (1) be enrolled as an undergraduate of Duke University and (2) be taking or have taken a fourth-year chemistry course. The winner of this prize is selected by a committee consisting of at least one faculty member and at least two members of the Pegram Chemistry Club; the selection is based on the quality-point average for all courses taken in chemistry, physics, and mathematics. In case of a tie equal awards are given.

The Erasmus Club Prize in the Humanities. The Erasmus Club, founded in 1925, a group of Duke faculty members interested in

research in language, literature, and the arts, seeks to stimulate interest and study in these fields. To encourage Duke students in this field, the Erasmus Club has established an annual prize amounting to \$25.00, for the best original essay by an undergraduate which embodies the results of research, criticism, or evaluation in some subject in the humanities. Prospective competitors should consult some member of the faculty, preferably their major professor. Essays must be type-written and must be submitted to the president of the club before the first of April. The club reserves the right to withhold the prize in case there are no essays of acceptable quality.

The Anne Flexner Memorial Award in Creative Writing has been established by the friends of the family of Anne Flexner, who graduated from Duke in 1945. It consists of fifty dollars in cash and a book bearing the Anne Flexner Memorial Award bookplate. The award is given annually for the best piece of creative writing submitted by a Duke undergraduate. The competition is limited to short stories (5,000-word limit), one-act plays (5,000-word limit), poems (100-line limit), and informal essays (3,000-word limit). Only one manuscript may be submitted by a candidate, and manuscripts must be delivered to the English Office, Room 325 Allen Building, before April 15.

The William Senhauser Prize is given by his mother in memory of her son, a member of the Class of 1942, who lost his life in the Pacific Theatre of War on August 4, 1944. The award is made annually to the sophomore or junior in Trinity College or the College of Engineering who has made the greatest contribution through participation and leadership in intramural sports. The winner of this prize is chosen by a committee selected by the President of the University.

The *Friends of Duke University Library* offer three prizes of \$25.00, \$15.00, and \$10.00, in an annual contest open to all undergraduate students for the best book collections acquired during their college years. The contest is supervised by the Undergraduate Committee of the Friends of the Library, which announces each fall the terms of the award. Inquiries may be directed to the Curator of Rare Books. Collections entered in the contest are exhibited each spring in the General Library, and the prizes are awarded on the basis of the student's collection and a personal interview to determine the overall planning and objectives of his collecting activity, and his familiarity with his own books and the general field of his collecting interest.

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Fall Semester begins September 20, 1956

Spring Semester begins January 30, 1957

Admission



TO GRADUATE SCHOOL. Admission may be granted to a student who has received an A.B. or B.S. degree from an accredited institution after a four-year course of study. The undergraduate record should be well-rounded and of such quality as to give positive evidence of capacity for success in graduate study.

To apply for admission, the student must submit the following documents: (a) An official application form completely filled out; (b) An official transcript of all his college or graduate work, to be forwarded directly from the Registrar of his college to the Dean of the Graduate School at Duke University. Transcripts sent directly by the applicant are not acceptable. (c) Two or three letters of recommendation, to be furnished by persons best qualified to judge the applicant as a prospective graduate student. (d) The submission of scores on the Graduate Record Examination is required under the following conditions: (1) for all applicants for graduate work in the departments of Biochemistry, Economics, and Psychology; (2) when an applicant has taken the examination prior to his application to graduate study; (3) when requested by the Admissions Officer to assist him in arriving at a decision as to the admission of the applicant. If the other documents of the applicant are satisfactory, he may be granted "provisional" admission until the Graduate Record Examination scores are submitted and accepted. Arrangements to take this examination can usually be made through officials of the student's college, or by correspondence with the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

APPLICATION PROCEDURE. A student desiring admission to the Graduate School, should request official application blanks from the Dean. These should be filled out fully and returned at the earliest moment. The other documents needed to complete the application, namely, transcripts, letters of recommendation, and, if required, the Graduate Record Examination scores, must be forwarded directly from the institutions or individuals to the Dean of the Graduate School. In no case will such documents be accepted from the student.

The application and all supporting documents should be submitted to the Dean of the Graduate School not later than August 1 by those applying for the fall semester, or January 1 by those applying for the spring semester. It is difficult to process properly applications received after these dates. It is the student's responsibility to make certain that his application is complete and in order before the dates specified.

When the application is approved, the student will receive a letter of admission, giving the date by which he must notify the Dean of the Graduate School of his intention to enroll for the term for which he is granted admission. In the event the application is not approved, the student will be informed by letter of this fact.

Admission, once granted, is valid only for the term or year specified. Should a student be unable to enter the Graduate School at that time but wishes to be admitted to a subsequent term within a two year period, he must notify the Dean of the Graduate School of this fact and bring his application up to date. If he re-applies after two years from the date when first admitted, the student must follow the procedure used for an original application.

Foreign Students

It is the policy of the Graduate School to admit qualified foreign students to course work and in many instances to candidacy for a degree. In making application the student should follow the same procedures as are required of all other graduate students.

The foreign student whose native language is not English must submit, with his application, a statement by a qualified official that the applicant can read, write, speak, and understand English well enough to pursue a program of graduate study. If the applicant is deficient in this respect he must remove his deficiency before he can be accepted in the Graduate School. He must also present a statement certified by a responsible official that his finances are sufficient to maintain him during his stay at Duke University. Unless specific arrangements have been made for a scholarship, the student must pay the regular fees.

Registration

Once the student has received notification of his admission to the Graduate School, but not until then, he may present himself for registration. During the registration periods, announced in the *Bulletin*, he first confers with the Director of Graduate Studies of his major department, who prepares an Approval Card, listing the course work to be taken during the semester. The student then presents this Approval Card to the Graduate School, which enrolls him officially in his courses.

WHO MUST REGISTER. (1) All students who enter course work or residence for credit; (2) all students who have completed minimum requirements for the Ph.D. degree, but continue to use the

facilities of the University in their research; (3) all students who wish merely to "audit" a course or courses.

LATE REGISTRATION. All students are expected to present themselves for registration at the time stated in the *Bulletin*. *Those registering after the close of the announced registration period will be charged a late registration fee of five dollars.*

Degrees Offered



THE Graduate School of Arts and Sciences now offers the following degrees: The Master of Arts (A.M.), The Master of Education (M.Ed.), The Master of Arts in Teaching (M.A.T.), The Doctor of Philosophy (Ph.D.), and The Doctor of Education (Ed.D.).

Regulations Concerning Master's Degrees

RESIDENCE REQUIREMENTS. Candidates for all Master's degrees must spend, as a *minimum*, one full academic year in residence at Duke University. Often more time will prove necessary, depending upon the nature of the student's research problem and upon the student himself. Students who wish to complete their degrees wholly by summer work must be in residence for 30 weeks, and present 30 semester hours of registered credit.

CANDIDACY FOR THE MASTER OF ARTS DEGREE. To be considered as a candidate for a Master's degree (A.M., M.Ed., M.A.T.), the graduate student must (1) have made passing grades in all courses taken during the first period of residence. (If he registers for fewer than 12 semester hours of graduate courses during his first period of residence, he must make passing grades on the initial 12 hours of graduate courses), (2) have made a grade of "G" or "E" on at least 3 semester hours of this work, and (3) have received the approval of the major department (or in the case of the M.A.T., of the supervisory committee).

TRANSFER OF GRADUATE CREDITS. Credit for graduate course work earned at another institution will be determined only after a student has spent one semester at Duke University. After completing his first semester, the student should file a request that his credits be reviewed and a decision made.

Under certain circumstances a maximum credit of 6 semester hours may be allowed for graduate courses completed elsewhere. The acceptance of credit up to this amount, however, will not reduce the minimum period of full-time registered residence at Duke University.

With the approval of both the student's major department and the Dean of the Graduate School, a student who is granted such transfer credit may be permitted to register for as much as 12 semester hours of thesis research instead of the usual 6 semester hours. Or he may be permitted to fill out his schedule with as much as 6 semester hours

of further undergraduate training or 6 semester hours of required language courses on the undergraduate level. In no case will credit be allowed for extension or correspondence courses.

TIME LIMITS FOR COMPLETION OF MASTER'S DEGREES.

The candidate for a Master's degree must complete all of the requirements within a period of six calendar years from the date of his initial registration. Credits earned over a longer period of time cannot be credited toward a degree.

THE THESIS. The thesis should demonstrate the student's ability to collect, arrange, interpret, and report pertinent material on his special research problem. Although a publishable document is not required, the thesis must be written in an acceptable style and should exhibit the student's competence in scholarly methods and procedures.

The Master of Arts Degree

UNDERGRADUATE PREREQUISITE. As a prerequisite to graduate study in his major subject, the student must have completed a *minimum* of 12 semester hours of approved college courses in that subject, and 12 additional semester hours in that subject or in related work. Since some departments require more than 12 semester hours, the student should read carefully the special requirements listed by his major department, which are included as headnotes to the course offerings in the *Bulletin*.

LANGUAGE REQUIREMENTS. The candidate for the A.M. degree must have a reading knowledge of at least one foreign language. (The several departments reserve the right to specify which foreign languages are acceptable.) The language requirement may be satisfied in either of two ways: (1) by passing an examination, officially conducted by the appropriate foreign language department at Duke University, or (2) by a transcript showing the completion of the third college year of one language, or the second college year of each of two acceptable foreign languages. Special language courses are offered during the regular semester for students who do not have sufficient undergraduate training in languages to satisfy alternative (2) and who are not prepared at the time of entry into graduate work to pass the language examination when it is first offered. Inquiries concerning this course should be made at the time of registration*.

MAJOR AND MINOR SUBJECT. In his graduate work, the student must present acceptable marks for a minimum of 24 semester hours of graduate courses. Of these, at least 12 semester hours must

* See page 42 for further information.

be in the major subject. The student must take a minimum of 6 semester hours in a minor subject which is approved by his major department. The remaining 6 semester hours of the necessary 24 may be taken in either the major or minor department, or in another approved by the major department and by the Dean of the Graduate School. In addition to these he must present a thesis, which carries a credit of 6 semester hours. Thus, his earned credit for the degree totals a minimum of 30 semester hours.

REGULATIONS AND PROCEDURES. On or before November 15 of the academic year in which the degree is expected to be conferred, the student must file with the Dean of the Graduate School, on the official form, the title of the thesis. This title must have the approval of the Director of Graduate Studies in the major department, and of the professor under whose direction the thesis will be written.

The student who completes all of his work for the degree and who expects to receive it at the regular commencement exercises in June, must so notify the Graduate School office before the March 15 preceding.

Four bound, typewritten copies of the thesis must be submitted, in approved form, to the Dean of the Graduate School on or before May 1 preceding the June commencement at which the degree will be conferred. The copies will then be distributed to the several members of the examining committee. As specified by the Graduate Faculty, the thesis must be typed on the following grades of paper: the original must be green-lined paper of at least sixteen pound weight; the three copies must be on paper of at least thirteen pound weight. Both grades must be of seventy-five per cent rag content.

THE EXAMINING COMMITTEE AND THE EXAMINATION. After consultation with the professor who has directed the thesis, the Dean of the Graduate School appoints an examining committee composed of the director of the thesis and two other members of the Graduate Faculty, one of whom must be from a department other than that of the major.

The candidate appears before this committee for an examination which lasts for about one and one-half hours. The subject matter covered in the examination is usually restricted to the thesis and to the major field.

If the candidate passes his examination, the examining committee certifies this fact by signing the title page of the thesis. The candidate then returns the original and one carbon copy of the thesis to the Dean of the Graduate School, who deposits them in the University Library.

The Master of Education Degree

PREREQUISITE. The degree of Master of Education is granted ordinarily only to teachers or to others engaged in educational work.

Before a student is admitted to graduate study for this degree, he should have completed, on the undergraduate level, a minimum of 18 semester hours of approved work in education, including courses in Educational Psychology, and courses in the History of Education, Educational Sociology, or School Administration.

Early in the program of his work, the student must pass two examinations: (1) a test of general ability, and (2) a test designed to determine his ability to write acceptable English. Before the degree is conferred the student must also present evidence testifying to at least two years of teaching experience, gained either before his admission to course work, or concurrently with it.

REQUIREMENTS FOR THE DEGREE. The M.Ed. degree may be earned either with or without the presentation of a thesis:

WITHOUT THESIS: Students who elect this plan must present a total of 30 semester hours of credit. Twelve hours of this required work must include the four basic courses: Education 204, 210, 217, and 235. If a student, by examination, can demonstrate his competency in the subject matter of two of these courses, he may be granted exemption from the required work in these courses. In no case may he claim exemption from more than two.

Other requirements are: a departmental major (i.e., in Elementary Education, Public School Administration, Public School Supervision, or Secondary Education) of at least 12 semester hours, and a minor of at least 6 semester hours in a department other than Education. Toward the end of his residence the student must pass a comprehensive examination on his departmental major and on the content of the four basic courses. Permission to take such examinations must be obtained from the Director of Graduate Studies of the Department of Education, and a notice of intention must be filed with him at least three weeks before the announced dates of the examination.

WITH THESIS: Students who elect this plan are permitted to substitute a thesis for 6 semester hours of the required course work. He must present a thesis subject approved by the Professor of Education who intends to direct it, and by two other members of the staff in Education, including the Director of Graduate Studies. Two of the three members of the approving committee must be permanent members of the Duke University Graduate Faculty. The title of the thesis must be filed with the Dean of the Graduate School on or before November 15 of the academic year in which the degree is expected to be conferred.

In addition to the thesis, the student must present at least 24 semester hours of course credit. Of these, 6 semester hours must be earned in *two* of the basic courses in the Department: Education 204, 210, 217, or 235. Twelve semester hours must be taken in the student's departmental major.* The remaining 6 semester hours must constitute a minor taken outside of the Department of Education.

The examination on the thesis is similar to that for the Master of Arts degree.

The Master of Arts in Teaching Degree

PREREQUISITES. The degree of Master of Arts in Teaching is designed for teachers already in service and for recent graduates of Liberal Arts colleges who wish to enter public school teaching.

A student should normally have completed a minimum of 12 semester hours in his proposed major subject and an additional 12 semester hours in that or related subjects. In the event that a student wishes to undertake a graduate major different from the undergraduate major, the prerequisites may be modified upon the recommendation of the student's committee and the approval of the Dean of the Graduate School.

PROGRAMS FOR THE DEGREE. One of two programs may be arranged, in consultation with the student's committee:

A. A major in Education of 18 to 24 semester hours and 6 to 12 hours in non-education courses.

B. A major in non-education courses of 18 to 24 semester hours and 6 to 12 semester hours in Education.

In both programs a minimum of 30 semester hours is required.

The non-education courses are to be taken in one or more subjects ordinarily taught in the secondary schools. The amount and distribution of this work will be determined by the needs of the individual student.

The Master of Arts in Teaching may be earned with or without the presentation of a thesis. If a student, in consultation with his committee, elects to present a thesis, 6 semester hours of the total of 30 semester hours required will be allotted to thesis research. He will then be required to complete 24 semester hours of course credits. The regulations concerning the writing and submission of the thesis, and the examination of it, are the same as those governing the thesis for the Master of Arts degree. Candidates for the Master of Arts in Teaching who have not had teaching experience are required to take Education 215-216 (see description of this course on page 222).

* Those who expect to attend Summer Sessions should consult the statement on page 212 regarding course requirements.

THE COMMITTEE. Each candidate for the degree will be assigned a committee, appointed by the Dean of the Graduate School, to plan his program of study. This committee will consist of three members, at least one of whom will be from the Department of Education, and at least one from another department. The chairman of the committee will normally be chosen from the department of the major.

The Doctor of Philosophy Degree

The Ph.D. degree is essentially a research degree. Although course work is a necessary part of the student's program, the mere accumulation of course credits will not be sufficient for attaining this degree. The granting of the Ph.D. is based primarily upon the student's knowledge of a specialized field of study and upon the production of an acceptable dissertation embodying the results of original research.

Before undertaking a program of advanced work toward the Ph.D., the student should consult with the Dean of the Graduate School or the Director of Graduate Studies in his major department to determine the possibility of securing necessary instruction and supervision of research in his field of specialization.

REQUIREMENTS FOR THE PH.D. DEGREE. The formal requirements, discussed in detail below, for the Ph.D. degree are as follows: (1) foreign languages; (2) major and minor courses; (3) supervisory committee for program of study; (4) residence; (5) preliminary examination; (6) dissertation; (7) final examination.

FOREIGN LANGUAGES. Normally, a reading knowledge of both French and German is required. Such knowledge is evidenced by the passing of an examination conducted by the appropriate language department at Duke University, in cooperation with the student's major department.

The Reading, Vocabulary, and Grammar Tests in French and German, given on the first day of registration each year, are open to all entering graduate students. The tests are not required, but those students whose undergraduate preparation has included courses in foreign languages are encouraged to take one, or both, of the tests. If a student demonstrates adequate skill in a given language, he will be certified as having satisfied the language requirement without further examination. The student who does not demonstrate such skill will be given advice, based on an analysis of his test performance, as to the nature and amount of preparation desirable before he takes the regular language examination administered by the language departments.

During the fall semester a special course, designed to assist graduate

students in acquiring a reading knowledge of French, is given for three hours a week. A similar course in German is given during the spring semester. These courses carry no graduate credit. In order to register for either of the courses, a student must reduce his normal load of graduate courses by three semester hours, with no reduction in fees. Students deficient in languages are urged to take these courses which have been planned solely to meet their needs. No auditors are allowed in the special language courses.

With the permission of the major department, and with the approval of the Dean of the Graduate School, a student may be allowed to substitute for either of these another language which has a definite relation to the candidate's program of work for the Ph.D. degree. By rule of the Graduate School Faculty, language examinations must be passed before a student takes his preliminary examination. Some departments require the student to master these languages early in the graduate program.

MAJOR AND MINOR. The student's program of study necessarily demands substantial concentration on courses in his major department. Enough work must be taken in another department to constitute an acceptable minor. Exceptions which permit both the major and minor within the same department are allowed only by the special permission of the Dean of the Graduate School.

COMMITTEE TO SUPERVISE THE PROGRAM OF STUDY. Ordinarily, during the student's third semester of graduate work a supervisory committee of five members is appointed by the Dean of the Graduate School. This committee, with the professor who is to direct the student's research serving as chairman, formulates the program of study, which is submitted to the Dean of the Graduate School for his approval. Of the five members, one must be from a department (usually the minor) other than the major department. This committee, with occasional necessary changes, serves also as the examining committee for both the preliminary and the final Ph.D. examinations.

RESIDENCE. The normal period of residence is not less than three full academic years beyond the A.B. or B.S. degree. A student who already has his A.M. degree may be allowed one year of residence for it, and thus will need to spend a minimum of two additional years in residence. In unusual cases, a student who has spent the first two years in residence at Duke University may be allowed to take his third year of residence at some other accredited institution. This can be done only with the approval of the major department and of the Dean of the Graduate School. It should be understood that either the first two years or the last year must be spent in actual residence at Duke.

Occasionally, because of undergraduate deficiencies, a student may need to spend additional time beyond the minimum residence in preliminary courses (for which he will not receive residence credit) as a background for certain aspects of his graduate program.

Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

CREDIT FOR SUMMER WORK. With the approval of the major department and of the Dean of the Graduate School, credit for a maximum of one year's residence may be granted for work completed in Summer Sessions. A full schedule of summer courses, carried for six weeks, constitutes one-fifth of a year's residence credit.

PRELIMINARY EXAMINATION. Near the end of the second academic year of graduate work (or in special cases early in the third year) the student must take his preliminary examination, which ordinarily covers the field of both his major and minor. Conducted by his Supervisory Committee, the examination is oral, or written, or both, as determined by the Committee. *Upon passing this examination, and not until then, the student is accepted as a candidate for the Ph.D. degree.* Transfer students who may already have passed a preliminary examination at another university must nevertheless take the examination at Duke.

PRIVILEGE OF RE-EXAMINATION. Should the student fail the preliminary examination, he may apply, with the consent of his Supervisory Committee and of the Dean of the Graduate School, for the privilege of a second examination to be taken no sooner than six months after the date of the first. Failure on the second examination will render the student ineligible to continue his program for the Ph.D. degree at Duke University.

THE DISSERTATION. The dissertation is expected to be a mature and competent piece of writing, embodying the results of significant and original research.

The subject for the dissertation must receive the written approval of both the Director of Graduate Studies of the student's major department and of the professor who directs the dissertation. The title of the dissertation must be filed with the Dean of the Graduate School on or before October 15 preceding the June commencement at which the degree is expected to be conferred.

The dissertation must be completed to the satisfaction of the professor who directs it; and four bound, typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before April 15 preceding the June commencement when the degree is to be conferred.

As specified by the Graduate Faculty, the dissertation must be typed on the following grades of paper: the original must be green-lined paper of at least sixteen pound weight; the three copies must be on paper of at least thirteen pound weight. Both grades must be of seventy-five per cent rag content.

The form of the title page must be approved by the major department and by the Dean of the Graduate School.

A biographical sketch of the author of the dissertation must be bound in at the end of each copy. Ten copies of a brief summary must be submitted with the dissertation.

After the final examination the original and the first carbon copy of the approved dissertation are returned to the Dean of the Graduate School for deposit in the University Library.

DISSERTATION FEE AND PUBLICATION REQUIREMENT.

Not later than May 1 preceding the June commencement when the degree is to be conferred, the candidate must deposit with the Treasurer of the University, a dissertation fee of \$50.00. Should the dissertation be published in a form satisfactory to the professor under whom it was written, and to the Dean of the Graduate School, within a period of three years from the date of the degree, the deposit fee will be returned to the student.

Three copies of each published dissertation must be deposited with the Dean of the Graduate School, as provided by the regulation of the Graduate School Faculty. A suitable abstract or one or more articles in published form may be accepted as satisfying the publication requirements. Three copies of each of these must be deposited with the Dean of the Graduate School.

If the dissertation is not published within a three-year period under the conditions stated above, the deposit fee is forfeited and is credited to a Special Dissertation Fund, which is used for subsidizing the publication of such dissertations as are recommended by the Graduate School Faculty.

FINAL EXAMINATION. The final oral examination shall be primarily on the dissertation. Questions may, however, be asked in the candidate's major field. Normally, one year must elapse between the dates of the preliminary and the final examinations.

If a student fails his final examination, he may be allowed to take it for a second time, but not sooner than six months from the date of his first. Permission to take the second examination must be obtained from the professor who directed the dissertation and from the Dean of the Graduate School. Failure to pass the second examination renders the student ineligible to continue work for the Ph.D. degree at Duke University.

The Doctor of Education Degree

The Doctor of Education is a professional degree planned for those who are, or intend to become, school administrators, supervisors, directors of instruction, curriculum consultants, or college teachers of education.

ADMISSION. The candidate for the Ed.D. degree must meet the same requirements for admission to the Graduate School as the candidate for the Ph.D. degree. In addition to these uniform requirements, the candidate for the Ed.D. (1) must have had at least two years' experience in educational work; (2) must present strong letters of appraisal and recommendation from persons well qualified to speak with authority of his abilities; and (3) must present himself, if possible, for a personal interview. The Standing Committee on the Ed.D. degree reserves the right to insist upon an interview.

RESIDENCE. A minimum period of residence equivalent to three academic years beyond the A.B. or B.S. degree is required for the Ed.D. degree. Either the first two years or the last year must be taken at Duke, and the candidate must spend at least two consecutive semesters at Duke. Occasionally, because of undergraduate deficiencies, a student may need to spend additional time beyond the minimum residence in preliminary courses (for which he will not receive residence credit) as a background for certain aspects of his graduate program.

Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

ACCEPTABLE MARKS ON FIRST YEAR'S WORK. In order to be considered for candidacy for the Ed.D. degree, the student must have passed all of his course work in the first year of graduate study; on at least 9 semester hours he must have made a grade of "G" or better.

PRELIMINARY EXAMINATION. By the end of his second year of residence the candidate for the Ed.D. degree will take a preliminary examination similar in scope to that described for the Ph.D. degree. Only after he passes this examination, will he be considered a candidate for the degree.

PROGRAM OF WORK. The candidate for the Ed.D. degree will choose as his major field either Educational Administration and Supervision or Curriculum and Instruction.

Candidates in Administration and Supervision will take approximately twenty-four semester hours in that field, including the seminar in School Administration. In addition, they will take approximately twenty-four semester hours in other professional courses and a minor

of at least twenty-four semester hours chosen from economics, law, political science, psychology and sociology.

Candidates in Curriculum and Instruction will take approximately twenty-four semester hours in Curriculum and Instruction. In addition, they will take from twelve to twenty-four hours in other professional courses, and a minor of from twenty-four to thirty-six hours in the humanities, the natural sciences, or the social sciences, exclusive of professional education.

The program of work for each candidate must be approved by the Standing Committee for the Ed.D. degree.

DISSERTATION. The candidate must write a dissertation, for which the formalities of presentation, including its defense in a final examination, are the same as those for the Ph.D. degree. The type of dissertation will depend upon which of the following plans the candidate adopts.

Plan "A." A candidate choosing Plan "A" will write a dissertation which is expected to be a mature and competent piece of writing, embodying the results of significant and original research. It must be, in essence, a contribution to knowledge.

Plan "B." A candidate choosing Plan "B" will serve at least a year in an administrative post, or a teaching position in an elementary or secondary school, subsequent to the completion of the second year of residence. His dissertation may be concerned with a problem, or several closely related problems, growing out of this experience. Although the dissertation written under Plan "B" is of a practical nature, it must demonstrate the candidate's ability to investigate and report on a significant phase of education in his major field.

DISSERTATION FEE AND PUBLICATION REQUIREMENT. The dissertation fee and the publication requirement are the same as those for the Ph.D.

General Regulations

SIZE OF CLASSES. Classes which carry graduate credit are limited in size to twenty-five students. In exceptional cases this regulation may be modified, but only by permission of the Executive Committee of the Graduate School Faculty on the recommendation of the department concerned.

GRADING OF GRADUATE STUDENTS. Grades in the Graduate School are as follows: "E," "G," "S," "F," and "Inc." "E" (exceptional) is the highest mark. "G" (good) and "S" (satisfactory) are the remaining passing marks. "F" (failing) is below passing, and "Inc." (incomplete) indicates that some portion of the student's work is missing, for a satisfactory reason, at the time the grades are made

out. The professor who gives an "Inc." specifies the date by which time the student must have made up the deficiency. In no case may an extension be granted beyond one calendar year from the date the course ended. No residence credit can be granted for that portion of a student's program which lapses because of incomplete marks.

CHARGE FOR REQUESTED TRANSCRIPTS. A student who wishes to transfer his credits from Duke University to another institution is entitled to one free transcript of his record. A fee of one dollar, payable in advance, is charged for each additional copy.

TRANSFER OF GRADUATE CREDITS. Credit for graduate course work earned at another institution will be determined only after a student has spent one semester at Duke University. After completing his first semester, the student should file a request that his credits be reviewed and a decision made.

WITHDRAWAL FROM GRADUATE SCHOOL. If a student wishes to withdraw from the Graduate School, he should notify both the Director of Graduate Studies in his major department and the Dean of the Graduate School prior to the date of his expected withdrawal. When withdrawal occurs during the first 14 days of a semester, a refund of tuition and fees less \$25.00 may be made to the student.

WITHDRAWAL FROM GRADUATE COURSES. If a student wishes to withdraw from a graduate course, he must obtain in advance the approval of the Director of Graduate Studies and the Dean of the Graduate School.

GRADUATE CREDIT EARNED BEFORE A.B. DEGREE IS GRANTED. Ordinarily no credit for graduate courses earned before a student has been awarded his A.B. or B.S. degree will be allowed. However an undergraduate student at Duke University, who, at the beginning of a semester, lacks no more than 9 semester hours for fulfilling the requirements for the A.B. or B.S. degree, may obtain permission from the Dean of the Graduate School to enroll for graduate courses sufficient to bring his total program to fifteen hours a week. Such graduate courses will be credited toward the A.M., M.Ed., or M.A.T., provided that the student meets the requirements for admission to the Graduate School, and that he is duly registered in the Graduate School at the beginning of that term.

Awards and Fees



Fellowships, Scholarships, and Assistantships

FOR the encouragement and financial assistance of graduate students of high character and marked ability, Duke University has established a considerable number of fellowships, scholarships, and assistantships. The stipends for these range from \$400 to \$2,000. Holders of grants pay tuition and other fees regularly required of all graduate students.

Fellows and scholars pay full tuition and fees and are registered for a full schedule of course work and receive full residence credit. In general, assistants pay four-fifths tuition and fees, are registered for a four-fifths schedule, and receive four-fifths residence credit.

APPLICATION FOR GRANTS. Applications for these grants, along with all supporting documents, must be submitted on or before March 1. Notification of awards is made about April 1. Late applications will be considered, should any vacancies occur in the list of appointees. No appointment is made for longer than one academic year.

Further information and application forms may be obtained from the Dean of the Graduate School, Duke University.

Tuition, Fees, and Expenses

GENERAL FEES IN THE ACADEMIC YEAR. The following table shows the general fees and charges collected from all students. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester. No student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

Tuition, per semester.....	\$225.00
General Fee,* per semester.....	60.00
Athletic Fee, not including Federal Tax, Optional, per year, payable in the fall semester	10.00
Room-rent—See detailed statement below.	
Special Dissertation Fee, payable by candidates for the Ph.D. degree, on or before the May 1 preceding the granting of the degree.....	50.00

* General Fees, in lieu of most special charges, include the following fees: Matriculation, Medical, Library, Damage, Commencement, Diploma, and an average of the Laboratory and Materials Fees.

Facilities for Graduate Study



The Libraries and Research Facilities

Graduate students have access to the General Library and the various school and departmental libraries. Such collections total 1,198,878 volumes, including many large and significant special collections. Science laboratories are large and well equipped for general and special research in botany, zoology, physics, chemistry, and medicine. The Duke Forest of eight thousand acres provides a large practical laboratory for forest research. Through the University's co-operative sponsorship of the Oak Ridge Institute of Nuclear Studies, graduate students are able to use the facilities of the National Laboratories at Oak Ridge. A detailed description of the libraries and research facilities is given in the *Bulletin of the Graduate School of Arts and Sciences*.

Graduate Study in the Summer Session

Graduate students who wish to work toward advanced degrees in the Summer Session, particularly in chemistry, economics, education, English, history, mathematics, religion, sociology, Spanish, and zoology will find a wide selection of courses offered by members of the Duke faculty and by visiting professors. Other departments ordinarily offering sequences of work leading to the A.M. degree are botany, political science, and psychology. Thesis research for advanced graduate students is available also in other departments, such as botany, forestry, and physics.

Students who wish to be admitted to the Graduate School for work in the Summer Session, should make application to the Dean of the Graduate School, as well as to the Director of the Summer Session, and should return the completed application, with supporting documents, before June 1, for admission to the first term, and before July 10, for admission to the second term.

Courses of Instruction



Most courses listed in this Bulletin are given on the West Campus. The letter (E) following the description means that the course is offered on the East Campus. In general, courses with odd numbers are offered in the first semester, those with even numbers in the second semester. The courses listed under the headnote to the several departments are those planned at the date of printing the Bulletin. Occasional changes may later be necessary.

AESTHETICS, ART, AND MUSIC

PROFESSOR PATRICK, CHAIRMAN; ASSOCIATE PROFESSORS HALL, MARKMAN, AND SUNDERLAND

AESTHETICS

FOR SENIORS AND GRADUATES

No graduate degree is offered in this department, but the following courses are suggested as possible minors for students majoring in history, literature, philosophy, religion, psychology, or sociology, or in any other interested departments.

In 1956-57 the courses planned are Aesthetics 221-222 and Art 217, 218, 233, 234, and 240.

221-222. HISTORY OF AESTHETICS.—Theories of art and beauty in the western world from antiquity to the present. Some attention will be given the developed theories of aesthetics in the Far East. 6 s.h. (E) PROFESSOR PATRICK

ART

FOR SENIORS AND GRADUATES

215. RELIGIOUS ART OF THE ANCIENT NEAR EAST.—A specialized study of the development of art, particularly architecture and sculpture, as the material expression of religious ideas in Egypt, Mesopotamia, and in part of Syria and Palestine, to the Persian conquest. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

216. RELIGIOUS ART OF THE CLASSICAL WORLD.—A specialized study of the religious art, particularly architecture and sculpture, of Greece and Rome, with special emphasis on the monuments in the Near East. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

217. AEGEAN ART.—A study of the problems of Aegean art as the forerunner of Greek art and in relation to the contemporary civilization of the eastern Mediterranean world. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

218. EARLY GREEK ART.—A study of the problems of the origin and development of Greek art in the Geometric period to the end of the Archaic. 3 s.h. (w) ASSOCIATE PROFESSOR MARKMAN

233. EARLY MEDIAEVAL ARCHITECTURE.—The development of religious architecture from the time of Constantine to the end of the First Romanesque style in the third quarter of the eleventh century. 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

234. ROMANESQUE SCULPTURE.—The development of sculpture in western Europe from the early Christian period through the culmination of Romanesque art in the west portal of Chartres Cathedral. 3 s.h. (E) ASSOCIATE PROFESSOR SUNDERLAND

240. ARCHITECTURE OF NORTH AMERICA.—A study illustrating the transplantation of European architectural customs since the sixteenth century; the

time-lag in transit and acceptance of later European developments; the gradual assumption of confident independence in design; and the emergence of international leaders in the United States. 3 s.h. (E)

ASSOCIATE PROFESSOR HALL

DIVISION OF ANCIENT LANGUAGES AND LITERATURE

PROFESSORS CLARK, ROGERS, AND STINESPRING; ASSOCIATE PROFESSORS ROSE, TRUESDALE, AND WAY; ASSISTANT PROFESSOR BROWNLEE

GREEK

No graduate degree is presently offered in Greek.

For 1956-57 the course planned is 257.

FOR SENIORS AND GRADUATES

201-202. GREEK TRAGEDY.—6 s.h.

ASSOCIATE PROFESSOR TRUESDALE

257. SOCIAL AND CULTURAL HISTORY OF THE HELLENISTIC WORLD FROM ALEXANDER TO AUGUSTUS.—Lectures, readings, and discussions. This course will not be separately credited without the sequel, Latin 258. 3 s.h.

PROFESSOR ROGERS

Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and they are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology, and one in the language, literature, and history of ancient Greece, each with a stipend of \$2,000. They are awarded mainly on the basis of examinations held in the beginning of February of each year.

LATIN AND ROMAN STUDIES

No graduate degree is presently offered in Latin.

The course planned for 1956-57 is 258.

FOR SENIORS AND GRADUATES

211-212. ROMAN ORATORY.—A survey of the history of Roman oratory, centering about the *Brutus* of Cicero and Tacitus' *Dialogus*. 6 s.h.

PROFESSOR ROGERS

258. SOCIAL AND CULTURAL HISTORY OF THE GRAECO-ROMAN WORLD.—The Roman Empire as the trustee of Hellenism and Christianity, and its own original contributions to modern civilization; lectures, readings, and discussions. This course continues Greek 257 and will not be separately credited. 3 s.h.

PROFESSOR ROGERS

SEMITICS

The courses planned for 1956-57 are 201-202, 207-208, 304, 305.

FOR SENIORS AND GRADUATES

201-202. FIRST HEBREW.—The principles and structure of the Hebrew language, with translations of selected Old Testament narratives. 6 s.h.

PROFESSOR STINESPRING

207-208. SECOND HEBREW.—Samuel or Kings the first semester; Isaiah the second. 6 s.h.

ASSISTANT PROFESSOR BROWNLEE

FOR GRADUATES

304. ARAMAIC.—A study of the Aramaic portions of the Old Testament and selected passages from the Targums, Midrashes, and Talmuds. 3 s.h.

PROFESSOR STINESPRING

305. THIRD HEBREW.—A study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. Hours to be arranged. 3 s.h.

PROFESSOR STINESPRING

307. SYRIAC.—A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic is prerequisite. 3 s.h.

PROFESSOR STINESPRING

309. HISTORY OF THE ANCIENT NEAR EAST.—A survey of the early civilizations of Egypt, Palestine, Syria, and Mesopotamia in the light of Biblical archaeology. 3 s.h.

PROFESSOR STINESPRING

RELATED COURSES IN OTHER DEPARTMENTS

Philosophy 217, Religion 217, 218, 220, 313, 316, 318.

Under the terms of a co-operative agreement graduate students of Duke University may, with the approval of the chairman of their major department, take any graduate course offered by the Departments of Greek and Latin of the University of North Carolina by the payment of a nominal fee. A list of these courses will be sent upon request.

BOTANY

PROFESSOR OOSTING, CHAIRMAN—102A BIOLOGY BUILDING; PROFESSOR KRAMER, DIRECTOR OF GRADUATE STUDIES—04 BIOLOGY BUILDING; PROFESSORS ANDERSON, BLOMQUIST, AND HARRAR; ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY; ASSISTANT PROFESSORS JOHNSON AND PHILPOTT

Graduate work in the Department of Botany is offered leading to the A.M. and Ph.D. degrees. Before undertaking graduate study in botany a student should have had in his undergraduate program at least 12 semester hours of botany beyond an elementary course, and related work in biological sciences. Some work in chemistry and physics will be desirable; and for some phases of botanical study, a necessity. The student's graduate program is planned to provide a broad basic training in the various fields of botany, plus intensive specialization in the field of the research problem.

The courses planned for 1956-57 are 202, 216, 221, 224, 225-226, 252, 255, 256, 259, 359-360, 397-398.

FOR SENIORS AND GRADUATES

202. GENETICS.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and interpretation of data from the breeding of plants. Offered in alternate years. Prerequisites: one year of botany, zoology, or equivalent, and college algebra. 4 s.h.

ASSOCIATE PROFESSOR PERRY

203. PLANT CYTOLOGY.—A study of the structure and organization of plant cells in relation to growth, reproduction, and especially heredity. Offered in alternate years. Prerequisite: one year of botany. 4 s.h.

PROFESSOR ANDERSON

204. ADVANCED PLANT ANATOMY.—A study of vegetative and reproductive tissue of vascular plants including selection and preparation of fresh plant materials. An analysis of some of the significant literature bearing upon function, development, and phylogeny. Prerequisite: Botany 55 or equivalent. 4 s.h. (E)

ASSISTANT PROFESSOR PHILPOTT

216. BOTANICAL MICROTECHNIQUE.—Methods and theory in preparation of plant tissues for temporary mounts and permanent microscopical slides. Prerequisite: Two years of natural science. 4 s.h. (E)

ASSISTANT PROFESSOR PHILPOTT

218. ILLUSTRATIVE TECHNIQUES.—A study of botanical illustrative methods, including theory and use of the microscope, microscopical measurements, drawing, photomicrography, botanical photography, darkroom procedures, lantern slides, and the preparation of illustrative material for publication. Prerequisites: two semesters of botany, zoology or forestry. 2 s.h.

PROFESSOR ANDERSON

221. INTRODUCTORY MYCOLOGY.—Field and laboratory study of the vegetative and reproductive structures of the fungi and slime molds. Methods of collection, isolation, propagation, and identification of the major orders as represented in the local flora. Prerequisite: A year of biological science. 4 s.h.

ASSISTANT PROFESSOR JOHNSON

225-226. SPECIAL PROBLEMS.—Students with adequate training may do special work in the following fields. Credits to be arranged.

(a) **MYCOLOGY AND PLANT PATHOLOGY.** ASSISTANT PROFESSOR JOHNSON

(b) CYTOLOGY.

ASSOCIATE PROFESSOR ANDERSON

(c) ECOLOGY.

PROFESSOR OOSTING AND ASSOCIATE PROFESSOR BILLINGS

(d) GENETICS.

ASSOCIATE PROFESSOR PERRY

(e) MORPHOLOGY AND ANATOMY OF HIGHER PLANTS.

PROFESSOR HARRAR; ASSISTANT PROFESSOR PHILPOTT

(f) MORPHOLOGY AND TAXONOMY OF LOWER GROUPS.

PROFESSORS BLOMQUIST AND ANDERSON

(g) PHYSIOLOGY.

PROFESSOR KRAMER AND ASSOCIATE PROFESSOR NAYLOR

(i) TAXONOMY OF HIGHER GROUPS.

PROFESSOR BLOMQUIST

(m) MICROBIOLOGY.

ASSOCIATE PROFESSOR HUMM

252. ADVANCED PLANT PHYSIOLOGY.—The physicochemical processes and conditions underlying the physiological processes of plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. 3 s.h.

ASSOCIATE PROFESSOR NAYLOR

254. PLANT WATER RELATIONS.—A study of factors affecting the availability of water, its absorption and use in plants, and the effects of water deficits on plant processes. Assigned readings, reports, and lectures. Prerequisite: Botany 151 or equivalent. 3 s.h.

PROFESSOR KRAMER

255. ADVANCED TAXONOMY.—A study of the historical background of plant taxonomy, modern concepts and systems of classifications, nomenclatorial problems, and the taxonomy of specialized groups. Prerequisite: two years of botany, including Botany 52 or equivalent. 4 s.h.

PROFESSOR BLOMQUIST

256. COMMUNITY ANALYSIS AND CLASSIFICATION.—The development of concepts and methods in synecology and their present application to the study of plant communities. Prerequisite: Botany 156 or equivalent. 3 s.h.

PROFESSOR OOSTING

257. PRINCIPLES OF PLANT DISTRIBUTION.—Interpretation of the floristic and ecological plant geography of the world's vegetation. Prerequisite: Botany 156 or equivalent. 3 s.h.

ASSOCIATE PROFESSOR BILLINGS

258. PHYSIOLOGY OF GROWTH AND DEVELOPMENT.—Consideration of the internal factors and processes of new protoplasm and its differentiation at the cellular, tissue, and organ level in plants. Prerequisites: Botany 151 or equivalent; organic chemistry recommended. 3 s.h.

ASSOCIATE PROFESSOR NAYLOR

259. ENVIRONMENTAL MEASUREMENTS.—Methods of obtaining and evaluating climatological data for ecological purposes with special attention to instrumentation and microclimate. Prerequisite: Botany 156 or equivalent. 3 s.h.

ASSOCIATE PROFESSOR BILLINGS

305. VEGETATION OF NORTH AMERICA.—Distribution and limits of the major plant communities, a study in ecological plant geography. Prerequisite: Botany 156 or equivalent. 3 s.h.

PROFESSOR OOSTING

310. STRUCTURE AND CLASSIFICATION OF BRYOPHYTES AND PTERIDOPHYTES.—The morphological and systematic characteristics of mosses, liverworts, ferns, and fern allies. 4 s.h.

PROFESSOR BLOMQUIST

311. STRUCTURE AND CLASSIFICATION OF ALGAE.—The morphological and ecological characteristics of the common freshwater and marine species and the principles underlying their classification. Collecting, identification, and the making of permanent microscopical preparations. 4 s.h.

PROFESSOR BLOMQUIST

359-360. RESEARCH IN BOTANY.—Individual investigation in the various fields of botany. Credits to be arranged.

PROFESSORS ANDERSON, BLOMQUIST, HARRAR, KRAMER, OOSTING;

ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY;

ASSISTANT PROFESSORS JOHNSON AND PHILPOTT

397-398. GENERAL BOTANICAL SEMINAR.—One hour per week throughout the year. Required of all graduates majoring in botany. 2 s.h.

PROFESSORS ANDERSON, BLOMQUIST, HARRAR, KRAMER, OOSTING;
ASSOCIATE PROFESSORS BILLINGS, HUMM, NAYLOR, AND PERRY;
ASSISTANT PROFESSORS JOHNSON AND PHILPOTT

FOREST BOTANY

FOR SENIORS AND GRADUATES

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisites: Botany 1 and 2. 3 s.h.

ASSISTANT PROFESSOR JOHNSON

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of botany. 3 s.h.

PROFESSOR HARRAR

RELATED COURSES IN OTHER DEPARTMENTS

This related course may be counted toward a major in botany: Forestry 257.

CHEMISTRY

PROFESSOR SAYLOR, CHAIRMAN—115 CHEMISTRY BUILDING, PROFESSOR BRADSHER, DIRECTOR OF GRADUATE STUDIES—124 CHEMISTRY BUILDING; PROFESSORS BIGELOW, GLOCKLER (VISITING LECTURER), GROSS, HAUSER, HILL, HOBBS, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, POIRIER, STROBEL, AND WILDER

In the Department of Chemistry graduate work is offered leading to the A.M. and Ph.D. degrees. Before undertaking a graduate program in chemistry, a student should have taken an undergraduate major in chemistry along with related work in mathematics and physics.

Graduate courses in the department are designed to provide a broad basic training in the fields of inorganic, organic, analytical, and physical chemistry. An important requirement for the Ph.D. degree is the successful completion, under the direction of a member of the Staff, of a research program leading to the solution of an original problem. The choice of the research problem, for either the A.M. or the Ph.D. degrees, will determine the field of advanced specialization.

For 1956-57 the courses planned are 206, 215, 216, 233, 234, 251, 252, 261-262, 271, 275-276, 303, 304, 341-342, 350, 351-352, 360, 363-364, 367-368, and 373-374.

FOR SENIORS AND GRADUATES

206. ELEMENTS OF THEORETICAL CHEMISTRY.—A course in the general principles of physical chemistry for students who do not present credit in calculus. Credit is not given for both 206 and 261-262. Three recitations and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics 51-52 or 1-2 and Mathematics. 6 s.h. With the permission of the Director of Graduate Studies, graduate students from other departments may offer other advanced science courses in place of some of these prerequisites. 4 s.h.

PROFESSOR SAYLOR

215. ADVANCED INORGANIC CHEMISTRY.—A study of modern theories of valence and molecular structure; also of inorganic compounds, particularly the less common types, illustrated by suitable laboratory preparations. Prerequisites: Chemistry 261-262, or 206. 1, 3, or 4 s.h.

PROFESSORS VOSBURGH AND HILL

216. NUCLEAR CHEMISTRY.—Types and elementary theory of nuclear reactions and the considerations involved in the use of tracers in chemical studies. Prerequisite: Chemistry 261-262; 262 may be taken concurrently. 1 s.h. PROFESSOR HILL

233. INSTRUMENTAL ANALYSIS.—A study of physical measuring instruments in chemical analysis with special attention to optical instruments. One lecture and three laboratory hours per week. Prerequisites: Chemistry 70 and one year of physics. 2 s.h.
ASSISTANT PROFESSOR STROBEL

234. PHYSICO-CHEMICAL METHODS OF ANALYSIS.—Discussion of physico-chemical principles as applied to instrumental methods of analysis, illustrated by laboratory experiments, with emphasis on methods involving electrical techniques. One lecture and three laboratory hours per week. Prerequisites: Chemistry 70 and either 261-262 or 206; either of the latter may be taken concurrently. 2 s.h.
ASSISTANT PROFESSOR STROBEL

251. QUALITATIVE ORGANIC ANALYSIS.—Systematic identification of organic compounds, including a study of solubilities and classification reactions. One lecture and three or six laboratory hours per week. Prerequisites: Chemistry 70 and 151-152. 2 or 3 s.h.
PROFESSOR HAUSER

252. ADVANCED ORGANIC PREPARATIONS.—A laboratory course designed to supplement the student's knowledge of fundamental organic processes by a selected group of laboratory exercises accompanied by oral discussions of techniques and theories pertinent to the experiments. Five hours laboratory and lecture, with lectures in alternate weeks. Prerequisites: Chemistry 70 and 151-152. 2 s.h.
ASSOCIATE PROFESSOR BROWN

261-262. PHYSICAL CHEMISTRY.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites: Chemistry 70, 151-152, Physics 51-52 or 1-2 and Mathematics 51-52 or equivalent. 6 s.h.
PROFESSOR HOBBS

271. INTRODUCTION TO RESEARCH.—Lectures on the use of chemical literature, research methods, recording and publication of results, and other topics. One lecture per week. 1 s.h.
ASSOCIATE PROFESSOR BROWN

275-276. RESEARCH.—The aim of this course is to give instruction in methods used in the investigation of original problems. Individual work and conferences. 2 to 6 s.h.

PROFESSORS BIGELOW, BRADSHER, GROSS, HAUSER, HILL, HOBBS, SAYLOR, AND VOSBURGH; ASSOCIATE PROFESSOR BROWN; ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER

FOR GRADUATES

303. THERMODYNAMICS.—Fundamental laws of thermodynamics and their applications to chemistry and physics. 3 s.h.
PROFESSOR SAYLOR

304. PHYSICAL CHEMISTRY OF REACTIONS.—The theoretical aspects of reaction kinetics, chemical equilibrium, atomic and molecular forces, and the relation of these to chemical reactions are considered. Prerequisite: Chemistry 261-262. 3 s.h.
PROFESSORS HILL AND HOBBS

336. THEORY OF ANALYTICAL CHEMISTRY.—A study of such topics as precision and errors, theories of precipitation and titration, oxidation and reduction, and others, illustrated by typical analytical methods. One lecture per week. Prerequisite: Chemistry 261-262. 1 s.h.
PROFESSOR VOSBURGH

341-342. ADVANCED ORGANIC CHEMISTRY.—Discussion of the theories of organic chemistry with special reference in the first semester to the mechanism of reactions and in the second semester to the synthesis of some of the more complex compounds such as vitamins, hormones, and alkaloids. Undergraduates are admitted to this course only by permission of the Director of Undergraduate Studies. Prerequisite: Chemistry 151-152. 4 s.h.
PROFESSORS BIGELOW AND HAUSER

350. ORGANIC REACTIONS.—A study of the scope and limitations of the more important types of reactions of organic chemistry from the point of view of their practical use in the synthesis of organic compounds. Lectures and discussion. Prerequisites: Chemistry 251 and 341. 2 s.h.
PROFESSOR BRADSHER

351-352. ADVANCED SYNTHETIC ORGANIC CHEMISTRY.—Recent advances in certain selected fields, such as the mechanism of organic reactions, medicinals, dyes, perfumes, terpenes, and alkaloids, will be discussed. The emphasis will be placed on structure studies and synthetic methods. Lecture or seminar one hour each week. 2 s.h.
PROFESSORS BIGELOW AND HAUSER

360. POLYMER CHEMISTRY.—A survey of the methods of preparation of high-molecular-weight organic compounds and a study of the properties characteristic of macro-molecules in solution and in the solid state. Prerequisite: Chemistry 303. 2 s.h.
ASSISTANT PROFESSOR KRIGBAUM

363-364. SPECIAL TOPICS IN PHYSICAL AND INORGANIC CHEMISTRY.—Various topics in physical and inorganic chemistry which are of special interest to the staff or students are considered, such as absorption and scattering of light, dielectric phenomena, electrode processes, electrolyte theory, ion exchange, molecular structure, solubility, and valence theory. Prerequisites: Chemistry 261-262, 303 and 304. 4 s.h.
PROFESSORS GLOCKLER, HILL, HOBBS, SAYLOR AND VOSBURGH, AND ASSISTANT PROFESSOR STROBEL

365-366. CHEMICAL PHYSICS, STATISTICAL THEORY.—General introduction to statistical mechanics and applications to chemical problems; solution theory, reaction velocity, changes of state, quantum statistics and the metallic state. Lectures, conferences, and assigned problems. 6 s.h.
ASSISTANT PROFESSOR POIRIER

367-368. CHEMICAL PHYSICS, QUANTUM THEORY OF ATOMIC AND MOLECULAR STRUCTURE.—Theory of atomic and molecular forces and the structure of matter. Lectures, conferences, and assigned problems. 6 s.h.
ASSISTANT PROFESSOR POIRIER

373-374. SEMINAR.—Required of all graduate students in chemistry. One hour a week discussion. 2 s.h.

PROFESSORS BIGELOW, GROSS, HAUSER, HILL, HOBBS, SAYLOR, AND VOSBURGH; ASSOCIATE PROFESSORS BRADSHAW AND BROWN;
ASSISTANT PROFESSORS KRIGBAUM, STROBEL, AND WILDER

RELATED COURSES IN OTHER DEPARTMENTS

Biochemistry and Nutrition M241, M242, M243-244, M341, M343-344, M349-350, M351; and Microbiology M322.

ECONOMICS

PROFESSOR HOOVER, CHAIRMAN—320 LIBRARY; PROFESSOR SPENGLER, DIRECTOR OF GRADUATE STUDIES—322 LIBRARY; PROFESSORS BLACK, DE VYVER, HANNA, HUMPHREY, LONDON, RATCHFORD, SIMMONS, AND SMITH; ASSOCIATE PROFESSOR MCKENZIE;
ASSISTANT PROFESSORS CARTTER AND DEWEY

Graduate work in the Department of Economics is offered leading to the A.M. and Ph.D. degrees. In order to enter upon graduate work in economics a student should have completed with satisfactory grades at least 12 semester hours of undergraduate work in economics, including 6 hours of Principles of Economics. Among the undergraduate courses of distinct advantage to the graduate student specializing in economics are: General Accounting, Elementary Statistics, and basic courses in philosophy, psychology, the social sciences other than economics, and mathematics.

The fields from among which students working toward a Ph.D. degree in economics may choose for purposes of concentration are: Economic Theory, History of Economic Thought, Demographic and Economic Growth and Change, Economic History, Economic Systems, Industrial and Organizational Economics, International Trade, Labor Economics, Mathematical and Econometrical Economics, Money and Banking, Public Finance, Statistics and National Income, and (occasionally) especially arranged fields. The requirements for the Ph.D. degree in economics normally include (among other things) completion of the work (or its equivalent) making up the first two of these fields, together with two additional fields; Economics 300 and a course in each of four other fields; Economics 237-238, or equivalent work; and three or four courses in one or two minor fields. When circumstances warrant, these requirements are subject to modification. Students electing

Statistics and National Income as a field must complete courses in mathematical statistics and probability, or equivalents.

For 1956-57 the following courses are planned for graduate students in economics and related fields: 237, 238, 240, 243, 300, 301, 311-312, 313, 314, 315, 316, 317 or 319, 320, 329, 330, 358, 365. For 1957-58 the following courses are planned: 237, 238, 240, 244, 300, 301, 304, 305, 313, 314, possibly 317 and 319, 320, 331, 355, 358, 365, 386.

FOR SENIORS AND GRADUATES*

233. STATE AND LOCAL FINANCE.—A study of expenditures, taxation, and financial administration in state and local governments with emphasis on current problems. Special attention will be given to research methods and materials and to the financial relations between state and local governments. 3 s.h.

PROFESSOR RATCHFORD

237-238. STATISTICAL METHODS.—A study of statistical methods appropriate for dealing with problems in business and the social sciences. In addition to developing more thoroughly the subjects considered in *Business Statistics*, the following methods will be considered: multiple, partial, and curvilinear correlation; curve fitting; probability; sampling distributions; and statistical inference. Prerequisite: Economics 138 or consent of the instructor. Either semester may be taken for credit. 6 s.h.

PROFESSOR HANNA

240. NATIONAL INCOME.—A critical survey of the conceptual framework and structure of national income and its components, the reliability of national income estimates, and their use in analyzing questions of economic policy. 3 s.h.

PROFESSOR HANNA

243. MATHEMATICAL ECONOMICS.—A systematic survey of mathematical economic theory. The principal topics are conditions of static equilibrium, including stability conditions, dynamic models using difference equations, and linear production models of input-output analysis and activity analysis. 3 s.h.

ASSOCIATE PROFESSOR MCKENZIE

244. INTRODUCTION TO ECONOMETRICS.—The theory of statistical model building in economics. The identifiability of parameters in a system of linear difference equations. The statistical estimation of parameters. The design of dynamic economic models. 3 s.h.

ASSOCIATE PROFESSOR MCKENZIE

256. LABOR LEGISLATION AND SOCIAL INSURANCE.—A study of the relations of the state to labor problems with special reference to remedial legislation, to interference in labor disputes, and to social insurance. 3 s.h.

PROFESSOR DE VYVER

262. TRADE UNIONISM AND COLLECTIVE BARGAINING.—An intensive survey of the trade union as an economic institution is followed by a study of the principles and problems of union-management relationship as found in collective bargaining. 3 s.h.

PROFESSOR DE VYVER

275-276. ADVANCED INDUSTRIAL ACCOUNTING AND MANAGEMENT.—A comprehensive examination of the rationale and techniques of control methods used in industry. Emphasis is laid on a critical evaluation of the practices followed by job-order, process, and standard costing, as well as the economics of overhead costs. Prerequisites: Economics 171-172 and permission of the Department. 6 s.h.

PROFESSOR BLACK

FOR GRADUATES

300. INTRODUCTORY MATHEMATICAL ECONOMICS.—This course is designed to acquaint the student with the role and the use of mathematical and related methods in economic analysis. 3 s.h.

ASSOCIATE PROFESSOR MCKENZIE

301. ECONOMIC ANALYSIS.—Review of contemporary theory relating to consumer behavior, production, the firm, price formation, income distribution, and equilibrium. 3 s.h.

PROFESSOR SPENGLER

* Graduate students in economics normally will not receive credit for courses 233, 256, and 262. These courses may be taken for credit by non-economics graduate students, with the consent of the instructor.

304, 305. SEMINAR IN MONEY AND BANKING.—3 s.h. each.

PROFESSOR SIMMONS

311-312. HISTORY OF POLITICAL ECONOMY.—A detailed review of the development of economic theory, the tools of economic analysis, and economics as a science, together with an analysis of the circumstances affecting this development. Period covered: pre-Christian times through 1936. 6 s.h.

PROFESSOR SPENGLER

313-314. SEMINAR IN ECONOMIC THEORY.—The course consists of directed research in economic theory. The primary purpose is the correction of authoritative eclecticism and its replacement by individually integrated theory. Prerequisite: Economics 301 or its equivalent. 6 s.h.

PROFESSOR HOOVER

315. SEMINAR IN ECONOMIC SYSTEMS.—3 s.h.

PROFESSOR HOOVER

316. SEMINAR IN ECONOMIC FUNCTIONS OF THE STATE.—3 s.h.

PROFESSOR HOOVER

317. SEMINAR IN DEMOGRAPHIC, POPULATION, AND RESOURCE PROBLEMS.—3 s.h.

PROFESSOR SPENGLER

318. GENERAL SEMINAR IN ECONOMICS.—All graduate students with economics as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the Department. Year course. No credit.

ALL MEMBERS OF THE GRADUATE STAFF

319. SEMINAR IN THE THEORY AND THE PROBLEMS OF ECONOMIC GROWTH AND CHANGE.—3 s.h.

PROFESSOR SPENGLER

320. SEMINAR IN TRADE CYCLE, EMPLOYMENT, AND INCOME THEORY.—3 s.h.

ASSISTANT PROFESSOR CARTTER

329. FEDERAL FINANCE.—A study of the expenditures, revenues, and financial administration of the government of the United States, with emphasis on current problems. Special attention given to budgetary procedure, corporate and individual income taxes, and the financial relations between federal and state governments. Prerequisite: Economics 187 or consent of instructor. 3 s.h.

PROFESSOR RATCHFORD

330. SEMINAR IN PUBLIC FINANCE.—3 s.h.

PROFESSOR RATCHFORD

331. SEMINAR IN ECONOMIC HISTORY.—3 s.h.

PROFESSOR SMITH

355. SEMINAR IN LABOR ECONOMICS.—3 s.h.

PROFESSOR DE VYVER

358. SEMINAR IN LABOR MARKET AND RELATED ANALYSIS.—3 s.h.

ASSISTANT PROFESSOR CARTTER

365. SEMINAR IN INTERNATIONAL TRADE.—3 s.h.

PROFESSOR HUMPHREY

386. SEMINAR IN LATIN-AMERICAN ECONOMIC PROBLEMS.—3 s.h.

PROFESSOR SMITH

389. SEMINAR IN INDUSTRIAL AND GOVERNMENTAL PROBLEMS.—3 s.h.

401. SEMINAR ON THE BRITISH COMMONWEALTH.—3 s.h.

PROFESSORS COLE, HAMILTON AND SPENGLER

RELATED COURSES IN OTHER DEPARTMENTS

Courses comprising a candidate's minor may be selected from fields of forestry, history, mathematics, philosophy, physics, political science, psychology, and sociology and anthropology, or from an area that complements the candidate's area of research interests in economics.

EDUCATION

PROFESSOR CARTWRIGHT, CHAIRMAN—1c2 WEST DUKE BUILDING; PROFESSOR BOLMEIER, DIRECTOR OF GRADUATE STUDIES—1c1 WEST DUKE BUILDING; PROFESSORS CARR AND CHILDS; ASSOCIATE PROFESSORS EASLEY, MCLENDON, PETTY, RUDISILL, STUMPF, AND WEITZ; ASSISTANT PROFESSORS COLVER, GEHMAN AND REYNOLDS

Graduate work in Education is offered leading to the A.M., the M.Ed., the M.A.T., and the Ed.D. degrees. For each of these degrees there are specific requirements and prerequisites, all of which may be found stated in detail in this *Bulletin*, pp. 38-47. Departmental requirements and prerequisites for all of these degrees may be obtained from the Director of Graduate Studies. The courses planned for 1956-57 are: 201, 203, 204, 205, 210, 217, 224, 225, 226, 234, 235, 240, 241, 242, 243, 244, 246, 248, 267, 276, 334-335.

FOR SENIORS AND GRADUATES

201. TEACHING AND SUPERVISION OF ARITHMETIC.—This course gives special attention to the number system, the fundamental operations (with whole numbers, fractions, and decimals), percentage, and measurements. The course will consider the meaning theory, method of teaching, problem solving, evaluation, practice and drill, and selection and gradation of arithmetical contents. The course is designed for teachers and supervisors in the elementary school. 3 s.h. (E)

ASSOCIATE PROFESSOR PETTY

203. PRINCIPLES OF SCHOOL ADMINISTRATION.—The fundamental facts and procedures of school administration, an analysis of the problems and policies of the organization and direction of a local school system, and the functions of the various school officials. Prerequisites: Education 103 and 88, or six semester hours of equivalent work in education. 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE
PROFESSOR STUMPF

205. CURRICULUM PROBLEMS IN SECONDARY EDUCATION.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. 3 s.h. (E)

PROFESSOR CHILDS

215-216. SECONDARY EDUCATION: PRINCIPLES AND INTERNSHIP.—A one-semester course, the first half of which is devoted to an intensive study of principles, curriculum, and methods in secondary education. The second half consists of supervised internship in public junior or senior high schools. Students carrying this course for credit toward a master's degree will be required to take six hours of senior or graduate work in addition to the normal degree requirements. 9 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON AND
ASSISTANT PROFESSOR REYNOLDS

224. TEACHING THE SOCIAL STUDIES IN ELEMENTARY SCHOOLS.—This course will treat objectives, curriculum trends, methods, and materials in elementary-school social studies. Topics to receive emphasis include unit-planning, use of the textbook, the reading program, using community resources, audio-visual materials, dealing with controversial issues, teaching time and place concepts, and evaluation. Opportunity will be provided for teachers to work on their own school problems in the social studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

225. THE TEACHING OF HISTORY AND THE SOCIAL STUDIES.—Evaluation of the objectives, content, materials, and methods in the teaching of history and the social studies. 3 s.h. (E)

PROFESSOR CARTWRIGHT

226. TEACHING READING IN THE ELEMENTARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. 3 s.h. (E)

ASSOCIATE PROFESSOR RUDISILL

228. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES. An advanced treatment of curriculum, methods, and materials in the Social Studies. Individuals will concentrate on subjects and grade levels of their choice. 3 s.h. (E)

ASSOCIATE PROFESSOR MCLENDON

232. SUPERVISION OF INSTRUCTION.—A survey of supervision as a means of improving instruction and adapting the curriculum to the learner and to community needs. 3 s.h. (E) PROFESSOR CARR AND ASSOCIATE PROFESSOR McLENDON

234. SECONDARY-SCHOOL ORGANIZATION AND ADMINISTRATION.—This course is designed especially for principals, teachers, and other prospective members of the secondary-school staff. The scope of secondary education is considered to encompass junior high school, regular high school, senior high, and junior college. Special treatment is given to the problems of internal organization and management. 3 s.h. (E) PROFESSOR BOLMEIER

236. TEACHING READING IN THE SECONDARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. The course provides practice with secondary-school children suffering reading retardation, including testing, diagnosis, and daily remedial teaching during a six-week period. For secondary-school teachers of all subjects who wish to improve the reading and study habits of their students. 3 s.h. (E) ASSOCIATE PROFESSOR RUDISILL

240. EDUCATIONAL AND OCCUPATIONAL INFORMATION.—A study of the sources of occupational and educational information: methods of securing and organizing occupational information; methods of providing vocational and educational information to students through career days, college conferences, class activities, and individual counseling; methods of making job analyses and community occupational surveys. 3 s.h. ASSISTANT PROFESSOR COLVER

241. PRINCIPLES OF GUIDANCE.—An historical survey of the philosophies of guidance; a study of the interrelationships between instruction, administration, and guidance in education. Prerequisite: 6 hours of psychology or educational psychology. 3 s.h. ASSISTANT PROFESSOR COLVER

242. MEASUREMENT OF APTITUDES, INTEREST, AND ACHIEVEMENT.—A study of the theories and principles of psychological measurement as applied to aptitude, interest, and achievement testing. Prerequisite: 12 hours of psychology or educational psychology (6 hours of which may be taken concurrently). 3 s.h. (E) PROFESSOR KUDER

243. PERSONALITY DYNAMICS.—A study of personality structure and dynamics with emphasis upon the implications for counseling and instruction. Prerequisite: 6 hours of psychology or educational psychology. 3 s.h. ASSISTANT PROFESSOR GEHMAN

244. COUNSELING TECHNIQUES.—A study of individual counseling techniques including diagnosis, interviewing, program planning, and counseling evaluation. Prerequisite: Education 242 and 243 or equivalent, which may be taken concurrently. 3 s.h. ASSISTANT PROFESSOR GEHMAN

246. THE TEACHING OF MATHEMATICS.—This course deals with such topics as aims, curriculum, course and lesson planning, and classroom procedure for teaching secondary-school mathematics. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

248. PRACTICUM IN COUNSELING.—Practice in individual counseling, including test administration, intake interviewing, diagnosis, counseling, program planning, report preparation, and evaluation. The student will be expected to devote about 150 hours to case work and conferences with his supervisor. Prerequisite: Education 244. 3 s.h. ASSOCIATE PROFESSOR WEITZ

253. SCHOOL LAW.—The primary purpose of this course is to familiarize prospective school administrators and teachers with the legal features of school organization and administration. Although some attention is given to constitutional and statutory provisions, the main emphasis is upon court decisions relating to education. Students are expected to select appropriate problems in school law for intensive study. 3 s.h. (E) PROFESSOR BOLMEIER

258. EDUCATIONAL MEASUREMENTS.—A critical study of the principles and techniques involved in measurement in education, with opportunity for individual research. Prerequisite: twelve semester hours in the Department, including a course in educational psychology. 3 s.h. (E) ASSOCIATE PROFESSOR WEITZ

267. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL.—This course deals with such topics as aims and values, curriculum materials, classroom and laboratory procedures, field trips, lesson planning, and grade placement for science teaching in the elementary school. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

276. THE TEACHING OF HIGH-SCHOOL SCIENCE.—Discussion, lectures and collateral reading, related to such topics as aims, tests, curriculum, classroom and laboratory procedure, field trips, course and lesson planning for secondary-school science. 3 s.h. (E) ASSISTANT PROFESSOR REYNOLDS

290. ADMINISTRATION OF SCHOOL PROPERTY.—Planning and management of the school plant and its equipment to meet instructional, health, and community needs for immediate and long-range purposes. This course is intended for teachers, principals, and superintendents. Areas to be treated will include site selection; trends in design, lighting, ventilation, and heating; custodial service and maintenance; and financing. 3 s.h. (E)

ASSOCIATE PROFESSOR STUMPF

FOR GRADUATES

204. THE SCHOOL AS AN INSTITUTION.—Consideration is given to the place of the school in the American social order, and its adaptation to social, economic, and political changes. Special attention is directed to the responsibility (1) of the school for seeking solutions to the perplexing problems of youth created by a changing society; and (2) of the government for providing greater equality of educational opportunities. One of the required courses for the M.Ed. degree without thesis. Open to graduate students only. 3 s.h. (E)

PROFESSOR BOLMEIER AND ASSOCIATE PROFESSOR MCLENDON

210. INTRODUCTION TO EDUCATIONAL RESEARCH.—The general purpose of this course is to give the student an overview of research, acquaint him with the nature of research processes, and develop within him an understanding of the essential characteristics of good research work. The course is one of the four basic courses required for the Master of Education degree without thesis and is designed to be liberalizing as well as technical. Open to graduate students only. 3 s.h. (E)

ASSOCIATE PROFESSOR STUMPF

217. THE PSYCHOLOGICAL PRINCIPLES OF EDUCATION.—An advanced study of teaching, learning, and the learner. This is one of the courses required for the Master of Education degree without thesis. Selected problems guiding the reading of students will be discussed in class. Open to graduate students only. 3 s.h. (E)

ASSOCIATE PROFESSORS EASLEY AND WEITZ

235. THE NATURE, FUNCTION, AND REORGANIZATION OF THE CURRICULUM.—One of the required courses for the Master of Education degree without thesis. Selected problems guiding the reading of students. Open to graduate students only. 3 s.h. (E)

PROFESSORS CARR AND CARTWRIGHT

334-335. SEMINAR IN SCHOOL ADMINISTRATION.—Research, field observation, and reports on significant problems in educational administration. The work will be designed to integrate knowledge and skill in such areas as personnel, finance, property, law, curriculum, and public relations. 6 s.h. each semester. (E)

PROFESSORS BOLMEIER, CARTWRIGHT;
ASSOCIATE PROFESSORS PETTY AND STUMPF

ENGLISH

PROFESSOR WARD, CHAIRMAN—325 ALLEN; PROFESSOR BOYCE, DIRECTOR OF GRADUATE STUDIES—401 ALLEN; PROFESSORS BRINKLEY, GILBERT, GOHDES, IRVING, STEVENSON AND TURNER, AND ASSOCIATE PROFESSOR FISHER

The department offers graduate work leading to the A.M. and Ph.D. degrees. Students intending to major in English should have taken enough undergraduate

courses in literature to enable them to pursue graduate studies profitably. To satisfy the requirements for the A.M. degree a student must (a) elect 207-208 (3 or 6 semester hours); and 21 (or 18) additional semester hours; and (b) write a thesis. A statement of the requirements for the Ph.D. degree may be obtained from the Director of Graduate Studies.

In 1956-57 the courses offered are 203, 204, 207, 208, 215, 216, 217, 219, 220, 221-222, 227, 232, 233, 234, 237, 245, 273, 375, 376, 381, 382, 391, 392.

FOR SENIORS AND GRADUATES

203, 204. CHAUCER.—Reading and interpretation of the text; in the first semester, the minor poems and *Troilus*; in the second, the *Canterbury Tales*. 6 s.h.
ASSOCIATE PROFESSOR FISHER

207-208. HISTORY OF THE ENGLISH LANGUAGE.—A survey of the language from Old to Present English, taking into consideration developments in phonology, morphology, syntax, and vocabulary. 6 s.h.
ASSOCIATE PROFESSOR FISHER

215, 216. ELIZABETHAN DRAMA.—Careful study of one or two major dramatists (Jonson or Beaumont and Fletcher) and extensive reading in the other writers (Heywood, Ford, Massinger, Marlowe, Middleton) with emphasis on the nature and qualities of their work in relation to its historical background. 6 s.h.
PROFESSOR GILBERT

217. MILTON.—Milton's poetry and prose, with emphasis on the major poems. 3 s.h.
PROFESSOR GILBERT

218. SPENSER.—The reading of Spenser's work, with chief attention to *The Faerie Queene*. 3 s.h.
PROFESSOR GILBERT

219, 220. THE EIGHTEENTH CENTURY.—Swift, Pope, Defoe, Addison, Steele, and others are studied in the first semester; in the second, Gray, Johnson, Boswell, Goldsmith, the letter writers, and the early Romantic poets. 6 s.h.
PROFESSOR IRVING

221, 222. ENGLISH LITERATURE OF THE EARLY NINETEENTH CENTURY.—The British Romantic poets and prose writers from Scott to the early Carlyle, with special attention to Wordsworth, Coleridge, and Keats. 6 s.h.
PROFESSOR STEVENSON

223, 224. ENGLISH LITERATURE OF THE LATER NINETEENTH CENTURY.—The first semester is devoted chiefly to Carlyle, Dickens, Thackeray, Tennyson, and Browning; the second semester to Arnold, Ruskin, Pater, George Eliot, Meredith, the Pre-Raphaelites, and Swinburne. 6 s.h.
PROFESSOR STEVENSON

227. LITERARY CRITICISM.—A study of the Greek and Roman critics, in chronological order but with emphasis on their permanent value rather than on the mere history; also of the Continental and English critics to about 1700. 3 s.h.
PROFESSOR GILBERT

229, 230.—AMERICAN LITERATURE, 1800-1870.—The writers emphasized in the first semester are Emerson, Thoreau, and Hawthorne; in the second semester, Poe and Melville. 6 s.h.
PROFESSOR TURNER

231. EMERSON.—A study of Emerson's ideas as reflected in selected examples of his essays and poems. 3 s.h.
PROFESSOR GOHDES

232. WHITMAN.—A detailed study of *Leaves of Grass* and of selected prose works. 3 s.h.
PROFESSOR GOHDES

233. AMERICAN LITERATURE 1870-1900.—Selected works of the chief authors of the period, including Whitman, Lanier, Mark Twain, James, Howells, Crane, and Emily Dickinson. The lectures will deal with the social background as well as the literary trends and the careers of the major authors. 3 s.h.
PROFESSOR GOHDES

234. AMERICAN LITERATURE OF THE TWENTIETH CENTURY.—Selected works of representative authors, including Dreiser, Edith Wharton, Mencken, Lewis, Willa Cather, O'Neill, Robinson, Frost, Eliot, Hemingway, and Faulkner. The lectures will deal primarily with literary trends as shaped by the social background. 3 s.h.
PROFESSOR GOHDES

237. ENGLISH DRAMA, 1642-1800.—The heroic play and the comedy of manners of the Restoration; the important plays, serious and comic, of the eighteenth century. 3 s.h.
PROFESSOR WARD

239. SHAKESPEARE.—A study of the plays and poems, with attention to sources, earlier criticism, and the work of Shakespeare's contemporaries. 3 s.h.
PROFESSOR GILBERT

245. THE EIGHTEENTH-CENTURY NOVEL.—Richardson, Fielding, Smollett, and Sterne are emphasized. Some attention is given to earlier prose fiction and to other contributing literary patterns. 3 s.h.
PROFESSOR BOYCE

251, 252. ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY.—A survey of the major works in prose, poetry, and drama from 1600 to the death of Dryden. 6 s.h.
PROFESSOR WARD

262. ENGLISH LITERATURE OF THE EARLY TWENTIETH CENTURY.—Representative work of leading writers from 1900 to 1930, in the fields of fiction, drama, poetry, and essay. Critical analysis of selected specimens, and discussion of types, themes, and trends. 3 s.h.
PROFESSOR STEVENSON

269, 270. SOUTHERN LITERATURE.—The principal authors and the chief literary development from the beginning to the present. Emphasis in the first semester is on Byrd, Kennedy, Simms, Poe, Timrod, and the humorists; in the second on Lanier, Harris, Cable, Mark Twain, Ellen Glasgow, and Faulkner. Attention is given to the historical and cultural background and to literary relations extending outside the region. 6 s.h.
PROFESSOR TURNER

273. HAWTHORNE AND MELVILLE.—Extensive reading in the works of Hawthorne and Melville, and close study of selected writings. 3 s.h.
PROFESSOR TURNER

274. AMERICAN HUMOR.—The development of the native tradition in the Down-East humorists and the humorists of the Old Southwest. Extensive reading in Mark Twain and his contemporaries, and some attention to the continuation of the tradition after Mark Twain. 3 s.h.
PROFESSOR TURNER

304. STUDIES IN THE METAPHYSICAL POETS.—A careful study of Donne, Herbert, and Vaughan against the seventeenth century background, with some attention to their influence on other writers in the period and their impact on twentieth century poetry. 3 s.h.
PROFESSOR BRINKLEY

311. BEOWULF.—Reading and interpretation of the text. 3 s.h. To be offered in 1957-58.
ASSOCIATE PROFESSOR FISHER

312. EARLIER MIDDLE ENGLISH LITERATURE.—Linguistic and literary analysis of selected texts from 1200 to 1350, with attention to the Middle English dialects. 3 s.h. To be offered in 1957-58.
ASSOCIATE PROFESSOR FISHER

315, 316. LATER MIDDLE ENGLISH LITERATURE.—Reading and interpretation of the texts of the literature from 1350 to 1500, exclusive of Chaucer. Emphasis in the first term on Wyclif, Gower, the *Pearl* Poet, *Piers Plowman*; in the second, on Lydgate, the Scottish Chaucerians, Malory, the Middle English drama, carols. 6 s.h. To be offered in 1958-59.
ASSOCIATE PROFESSOR FISHER

375, 376. SEMINAR IN THE SIXTEENTH AND SEVENTEENTH CENTURIES. 6 s.h.
PROFESSORS GILBERT AND WARD

377, 378. SEMINAR IN THE EIGHTEENTH CENTURY.—6 s.h.
PROFESSORS IRVING AND BOYCE

379, 380. SEMINAR IN THE EARLY NINETEENTH CENTURY. 6 s.h.
PROFESSOR STEVENSON

381, 382. SEMINAR IN THE LATE NINETEENTH CENTURY. 6 s.h.
PROFESSOR STEVENSON

391, 392. SEMINAR IN AMERICAN LITERATURE. 6 s.h.
PROFESSORS GOHDES AND TURNER

FORESTRY

PROFESSOR KORSTIAN, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—308 SOCIAL SCIENCE; PROFESSORS HARRAR, KRAMER, AND SCHUMACHER; ASSOCIATE PROFESSOR ANDERSON; ASSISTANT PROFESSORS JOHNSON, RALSTON, AND STOLTENBERG

Major and minor work is offered in the scientific aspects of forestry leading to the Master of Arts and Doctor of Philosophy degrees. Work for these degrees may be pursued only in forest-tree physiology, wood anatomy and properties, forest pathology, silvics, forest soils, forest mensuration, forest entomology, and forest economics. College graduates who have had specialized training in botany or soil science and in allied basic subjects, such as physics, chemistry, geology, and zoology, may pursue graduate study and research only in the specialized fields for which their previous work has qualified them. Students who do not have previous training in forestry will be required to complete a minimum of thirty semester hours of approved work in forestry as a preliminary requirement to advanced study for the A.M. and Ph.D. degrees. The holders of these degrees will not be regarded as professionally trained foresters. For information on professional training in forestry, see *Bulletin of the School of Forestry*. For detailed information concerning admission to the Graduate School and for regulations governing candidacy for the A.M. and Ph.D. degrees and for other regulations, consult the proper pages in this *Bulletin*.

FOR SENIORS AND GRADUATES

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisites: Botany 1 and 2, or equivalent. 3 s.h.

ASSISTANT PROFESSOR JOHNSON

231. FOREST ENTOMOLOGY.—Morphology, general classification, life histories, and control of insects injurious to forest trees, logs, and lumber. 3 s.h.

ASSOCIATE PROFESSOR ANDERSON

251. SAMPLING METHODS IN FORESTRY.—Statistical background for solution of sampling problems with special reference to sample inventory of a forest property. Offered both semesters. Prerequisite: Forestry S151. 3 s.h.

PROFESSOR SCHUMACHER

252. FOREST MENSURATION.—Empirical equation and curve fitting appropriate for construction of timber yield tables, tree volume and taper tables; significance tests and graphical solution of equations. Assignments require operation of calculating machines. Prerequisite: Forestry 251. 3 s.h.

PROFESSOR SCHUMACHER

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of botany. 3 s.h.

PROFESSOR HARRAR

257. DESIGN OF FORESTRY EXPERIMENTS AND ANALYSIS OF DATA.—Role of experimental design in field and laboratory, and statistical analysis of data as aspects of scientific method in forest research. 5 s.h.

PROFESSOR SCHUMACHER

259. PROPERTIES OF WOOD.—The chemical nature of wood substance and its industrial chemical derivatives. Wood-moisture relationships; pertinent non-mechanical physical properties; mechanical properties and factors affecting the strength of wood; standard timber testing procedures. Uses of woods as determined by their properties. Prerequisites: one year of college chemistry; one course in college physics. 3 s.h.

PROFESSOR HARRAR

260. WOOD ANATOMY.—Study of the physical features and the gross and minute structural characteristics of wood leading to the identification of the commercial woods of the United States, and the important foreign woods used in American wood-working industries. Elementary microtechnique. Prerequisite: one year of botany. 3 s.h.

PROFESSOR HARRAR

261. **FOREST SOILS.**—Origin, development, and classification of soils with special emphasis on those developed in humid climates; morphological, physical, and chemical properties of soils in relation to growth of trees; effect of forests on soils. Prerequisites: Chemistry 1 and 2, and Physics 1, or equivalents; physical geology, mineralogy, petrology, and analytical chemistry are also desirable. 3 s.h.

ASSISTANT PROFESSOR RALSTON

264. **SILVICS.**—Ecological foundations of silviculture with special reference to forest site factors; influence of forests on their environment; growth and development of trees and stands; origin, development, and classification of forest communities; methods of studying forest environments. Desirable prerequisites: plant physiology, plant ecology, and Forestry 261, or equivalent. 3 s.h.

ASSISTANT PROFESSOR RALSTON

276. **FORESTRY POLICY.**—Objective study and analysis of the development of public land and forestry policies in the United States, present policies of public and private forestry organizations, and current policy issues in the light of economic and other criteria. 2 s.h.

ASSISTANT PROFESSOR STOLTENBERG

277. **ECONOMICS OF FORESTRY.**—Principles of economics used in the analysis of factors affecting the supply of forest products, pricing of stumpage and primary forest products, factors affecting the demand for forest products, economic characteristics and problems of the major forest products industries; analysis of such specific private forestry problems as marketing, forest ownership pattern, taxation, credit, risk, and economic fluctuations. Prerequisite: at least one course in the principles of economics. 3 s.h.

ASSISTANT PROFESSOR STOLTENBERG

FOR GRADUATES

323-324. **ADVANCED FOREST PATHOLOGY.**—Advanced study and research on life histories and control of diseases of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and forest pathology. Credits to be arranged.

ASSISTANT PROFESSOR JOHNSON

326. **ADVANCED FOREST SOILS.**—Interrelations of the physical, chemical, and biological characteristics of forest and range soils. Prerequisites: analytical chemistry and Forestry 261. 3 s.h.

ASSISTANT PROFESSOR RALSTON

351-352. **ADVANCED PHYSIOLOGY OF FOREST TREES.**—Advanced study and research on problems in physiology of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and plant ecology or silvics. Credits to be arranged.

PROFESSOR KRAMER

356. **SEMINAR IN FOREST ECONOMICS.**—Examination and discussion of the application of economic concepts in forestry, the potential contribution of economic analysis to private and public forest management; current research in forest economics. Prerequisite: Forestry 277 or equivalent; courses in economic theory are desirable. 2 s.h.

ASSISTANT PROFESSOR STOLTENBERG

357-358. **RESEARCH IN FORESTRY.**—Credits to be arranged. Students who have had adequate training may do research under direction of members of the Faculty in the following branches of forestry:

a. **SILVICS.**—Prerequisites: Forestry 253, 261, and 264, or equivalents.

PROFESSOR KORSTIAN; ASSISTANT PROFESSOR RALSTON

b. **FOREST SOILS.**—Prerequisite: Forestry 261 or equivalent.

ASSISTANT PROFESSOR RALSTON

e. **FOREST ECONOMICS.**—Prerequisite: Forestry 277 or equivalent.

ASSISTANT PROFESSOR STOLTENBERG

f. **PROPERTIES OF WOOD.**—Prerequisites: Forestry 259 and 260, or equivalents.

PROFESSOR HARRAR

g. **FOREST MENSURATION.**—Prerequisites: Forestry S151, 251, and 252, or equivalents.

PROFESSOR SCHUMACHER

h. **FOREST ENTOMOLOGY.**—Prerequisite: Forestry 231 or equivalent.

ASSOCIATE PROFESSOR ANDERSON

GERMANIC LANGUAGES AND LITERATURE

PROFESSOR SALINGER, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—301b GRAY;
PROFESSORS SHEARS AND VOLLMER

The Department of German offers graduate work leading to the A.M. degree. Students who expect to major in German should have had sufficient undergraduate courses in Germanic languages to enable them to proceed to more advanced work.

Students who wish to take courses in German for a minor should normally have completed a third-year course (in exceptional cases, a second-year) of College German with acceptable grades.

For 1956-57 the courses planned are 201, 202, 209, 210.

201, 202. GOETHE.—A study of his life and works, in the light of his lasting significance to World Literature. 6 s.h. PROFESSOR SALINGER

203, 204. EIGHTEENTH CENTURY.—Eighteenth-century German literature in its relation to contemporary European philosophy. 6 s.h. PROFESSOR VOLLMER

207, 208. GERMAN ROMANTICISM.—The course covers the entire field of German Romanticism from 1800 to 1850. 6 s.h. PROFESSOR VOLLMER

209, 210. KLEIST, GRILLPARZER, AND HEBBEL.—The development of the drama in Germany and Austria between Schiller and naturalism. 6 s.h. PROFESSOR SALINGER

211, 212. HEINRICH HEINE.—A study of the German poet and his immediate successors in the movement known as *Jungdeutschland*. 6 s.h. PROFESSORS VOLLMER AND SALINGER

213, 214. LITERATURE OF THE EMPIRE, 1871-1914.—A study of the literature of this period with special emphasis on a few leading writers such as Fontane, Hauptmann, Mann, and Hesse. 6 s.h. PROFESSOR SHEARS

RELATED COURSES IN OTHER DEPARTMENTS

The following courses in other departments are recommended to students, who are majoring in Germanics, as particularly valuable in building a proper background for Germanic studies:

(a) Graduate courses in literature or philology, offered by the ancient and modern language departments, to be selected after consultation with the Germanic Department.

(b) Graduate courses in history and philosophy, offered by those departments, to be selected after consultation with the Germanic Department.

HISTORY

PROFESSOR CARROLL, CHAIRMAN—235 ALLEN; PROFESSOR WOODY, DIRECTOR OF GRADUATE STUDIES—231 ALLEN; PROFESSORS ALDEN, CLYDE, CURTISS, HAMILTON, LANNING, AND MANCHESTER; ASSOCIATE PROFESSORS FERGUSON, NELSON, PARKER, ROPP, AND WATSON; ASSISTANT PROFESSOR STEVENS

A student who intends to work for an A.M. degree in history must present a total of eighteen semester hours of credit for undergraduate courses in history, of which six hours must be in American History if he plans to take his major in that field.

A candidate for the degree of Doctor of Philosophy in history is required to prepare himself in four fields of history, one of which must be in American history and another in the history of Western Europe. The choice and delimitation of fields is determined in consultation with his supervisor and the Director of Graduate Studies. The Department offers graduate instruction in the following fields: Western Europe; American history; Great Britain; Latin America; American Foreign Relations; the Far East in the modern period; Russia; Military history.

Students may receive credit for either semester of a hyphenated course without taking the other semester if they obtain written permission from the instructor and the Director of Graduate Studies.

For 1956-57 the courses planned are as follows: 203-204; 205-206; 217, 218, 225-226, 227, 228, 231-232, 235, 236, 241-242, 245-246, 261-262, 263-264, 265, 266, 267, 268, 269, 270, 305, 309, 312, 315, 317, 320, 321, 343, 401.

FOR SENIORS AND GRADUATES

203-204. **THE UNITED STATES, 1850-1900.**—The rise of sectionalism, secession, wartime problems of the Union and Confederacy, political and economic adjustments of Reconstruction, the status of the Negro, the New South, problems of capital and labor, the agrarian revolt, political parties and reforms, the Spanish-American War. 6 s.h.

PROFESSOR WOODY

205-206. **THE UNITED STATES IN THE TWENTIETH CENTURY.**—The emergence of the United States as a major power; attention is focused on domestic developments and conflicting theories of expansion and federal power. Emphasis in the first semester is on the progressive era and the first World War; the second semester is devoted to the twenties and to the Franklin Roosevelt administration. 6 s.h.

ASSOCIATE PROFESSOR WATSON

209-210. **CONSTITUTIONAL HISTORY OF THE UNITED STATES, 1760 TO THE PRESENT.**—A study of the basic problems in forming the Constitution; of its development through the major crises in the history of the United States; of the effects of changing social, cultural, economic, and political conditions on the Constitution. 6 s.h.

ASSISTANT PROFESSOR STEVENS

213-214. **THE OLD SOUTH.**—Political thought and party trends from Jefferson to Calhoun; agriculture, slavery, expansion; commerce, manufacturing, transportation; urban life, religion, education; the rise of Southern nationalism. 6 s.h.

PROFESSOR WOODY

215-216. **FOREIGN POLICY AND DIPLOMACY OF THE UNITED STATES.**—The work in the first semester, covering the period 1775-1877, deals with such topics as the origins and evolution of basic foreign policies; isolation from Europe; paramount interests in Latin America, including the Monroe Doctrine; international co-operation in the Far East. The work in the second semester, covering the period since 1877, deals with such topics as the rise of the new Manifest Destiny; beginnings of American imperialism in Latin America and the Far East; the failure of traditional neutrality in the first World War; postwar conflicts between isolation and collective security; involvement in the second World War. 6 s.h.

PROFESSOR CLYDE

217, 218. **EUROPE SINCE 1870.**—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

PROFESSOR CARROLL

221-222. **THE AGE OF THE RENAISSANCE.**—The decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. 6 s.h.

ASSOCIATE PROFESSOR NELSON

225-226. **THE AGE OF THE REFORMATION.**—A survey of European civilization from 1500 through the Peace of Westphalia. 6 s.h.

ASSOCIATE PROFESSOR NELSON

227-228. **EUROPE IN THE NINETEENTH CENTURY.**—A study, beginning with the career of Napoleon Bonaparte, of the forces and personalities influential in the nineteenth century. Emphasis in the first semester is on the problems of the biographer; in the second, on those of a student of national communities. 6 s.h.

ASSOCIATE PROFESSOR PARKER

231-232. **THE HISPANIC COLONIES AND REPUBLICS IN AMERICA.**—The development of the Iberian states as colonizing powers, the conquest of America, the Spanish treatment of the Indian, the contest between Spain and other European nations over America, the independence movement, the struggle for stable government, the rise of liberalism with special emphasis upon Mexico from the Revolution of 1910 to the present, and basic inter-American developments. 6 s.h.

PROFESSOR LANNING

233-234. **THE INSTITUTIONAL, CULTURAL, AND SOCIAL HISTORY OF HISPANIC AMERICA.**—The first semester of this course deals with subject races, the development of mixed breeds, the governmental system, the Church and the Inquisition, and Spanish culture with emphasis upon university subjects. In the second semester the work deals with the political ideas of the wars of independence, revolution and dictatorship, the rise of public education, public health, land reform, and proletarian movements. 6 s.h.
 PROFESSOR LANNING

235, 236. **EUROPEAN EXPANSION OVERSEAS.**—In the first semester attention is given to the age of discovery and to the origin and development of the great European overseas empires with special emphasis on the role of the Portuguese in India and the Americas. The work of the second semester deals with the decline of the mercantile empires, the emergence of independent centers of European culture overseas (Brazil being taken as one example), and the revival of mercantile imperialism in the late nineteenth and the twentieth centuries. 6 s.h.
 PROFESSOR MANCHESTER

241-242. **THE FAR EAST.**—The history of the Western impact on Eastern Asia in the 19th and 20th centuries. Emphasis is placed on such matters as commercial and colonial expansion, the opening of China and Japan, the development by the Western Powers and Japan of colonial, imperialistic, and nationalistic interests, and the rise of Communist power in Asia. 6 s.h.
 PROFESSOR CLYDE

243-244. **THE UNITED STATES AND THE FAR EAST.**—An historical analysis of American relations with the peoples of Eastern Asia during the 19th and 20th centuries. 6 s.h.
 PROFESSOR CLYDE

245-246. **WAR IN THE MODERN WORLD.**—This course is concerned with the relations between warfare and modern political, economic and social conditions. Special attention is given to the development of British and American military methods and to the events of the American Civil War and the two World Wars. The work in the first semester deals with Clausewitz's theories of warfare and the period from the introduction of gunpowder to 1871; in the second semester there is a more detailed analysis of recent land, sea, and air warfare. 6 s.h.
 ASSOCIATE PROFESSOR ROPP

261-262. **RUSSIA IN THE TWENTIETH CENTURY.**—A study of the background of the Revolution of 1917 followed by an analysis of the history and policies of the Soviet state. 6 s.h.
 PROFESSOR CURTISS

263-264. **AMERICAN COLONIAL HISTORY AND THE REVOLUTION, 1607-1789.**—The founding and institutional development of the English colonies; the background, progress, and results of the Revolution. 6 s.h.
 PROFESSOR ALDEN

265, 266. **THE WESTWARD MOVEMENT IN THE UNITED STATES.**—Settlement from the Atlantic to the Pacific and beyond; frontier problems of colonization, land systems, economy, law and government; interactions of frontier and metropolis, the first semester emphasizes the West in the colonial period, Revolution, and formation of the union; the second semester stresses sectionalism, slavery, expansion and the Civil War, the modern West, and contemporary problems. 6 s.h.
 ASSISTANT PROFESSOR STEVENS

267. **THE TRANSITION FROM MEDIEVAL TO MODERN ENGLAND.**—A study of the changes in English society and ideas from the time of Edward III to that of Elizabeth. 3 s.h.
 ASSOCIATE PROFESSOR FERGUSON

268. **ENGLAND FROM ELIZABETH TO ANNE.**—Political, social, and intellectual problems from the late sixteenth to the early eighteenth centuries. 3 s.h.
 ASSOCIATE PROFESSOR FERGUSON

269. **BRITISH HISTORY FROM 1714 to 1867.**—The interrelationship of the leadership of such men as Walpole, Chatham, Pitt, and Peel with war, revolution, and social institutions; the rise of the cabinet system; the Industrial Revolution; imperial changes; and reform. 3 s.h.
 PROFESSOR HAMILTON

270. GREAT BRITAIN AND THE COMMONWEALTH OF NATIONS, 1867 TO THE PRESENT.—A history of Great Britain at the height of her world dominance and beyond, her oceanic empire, and the evolution of that empire into a unique world-wide Commonwealth of Nations. 3 s.h. PROFESSOR HAMILTON

FOR GRADUATES

305. SEMINAR IN THE HISTORY OF ENGLAND AND THE BRITISH EMPIRE.—The work consists of practical training in the methods of historical research based on sources for modern British history. Year course. 2 s.h.

PROFESSOR HAMILTON

309. SEMINAR IN AMERICAN COLONIAL AND REVOLUTIONARY HISTORY.—Year Course. 2 s.h.

PROFESSOR ALDEN

315. SEMINAR IN SOUTHERN HISTORY.—Year course. 2 s.h.

PROFESSOR WOODY

317. SEMINAR IN RECENT EUROPEAN HISTORY.—Year course. 2 s.h.

PROFESSOR CARROLL

321. SEMINAR IN THE HISTORY OF SPAIN, HISPANIC AMERICA, AND INTER-AMERICAN RELATIONS.—Year course. 2 s.h.

PROFESSOR LANNING

336. POLITICAL HISTORY OF THE UNITED STATES, 1783-1860.—Among the topics treated are public issues, political ideas, forms of party organization, and techniques for attaining personal and party success in politics. Year course. 4 s.h.

343. SEMINAR IN THE HISTORY OF AMERICAN FOREIGN RELATIONS AND THE FAR EAST.—Particular attention is given to a critical examination of the bibliography of the field. Year course. 2 s.h.

PROFESSOR CLYDE

401. SEMINAR ON THE BRITISH COMMONWEALTH.—3 s.h.

PROFESSORS COLE, HAMILTON AND SPENGLER

HISTORIOGRAPHY AND THE TEACHING OF HISTORY

FOR GRADUATES

312. SEMINAR IN THE TEACHING OF HISTORY IN COLLEGE.—The work in this course is intended to acquaint students with the problems involved in teaching history in college. It includes critical observation of the teaching by members of the History Staff in Duke University. Year course. 2 s.h.

PROFESSOR MANCHESTER AND PROFESSOR HAMILTON

This course is required of all candidates for the degree of Doctor of Philosophy who are in residence as many as two years at Duke University unless excused therefrom by the Department.

320. HISTORIOGRAPHY.—A critical study of the process of finding, appraising, and interpreting the sources of history and of the presentation of the results in narrative. Works of important historians from Herodotus to the present are analyzed. The student undertakes specific exercises in research, criticism, and narration. There is consideration of such general topics as schools, theories, philosophies, and the function of history. Year course. 4 s.h.

ASSOCIATE PROFESSOR NELSON

This course is required of all candidates for the degree of Doctor of Philosophy who are in residence as many as two years at Duke University unless excused therefrom by the Department.

RELATED COURSES IN OTHER DEPARTMENTS

Economics 215, 216, 231, 311-312; Political Science 223, 224, 225, 226, 227, 228, 229, 231. Religion 309, 395, 396; Sociology 382.

MATHEMATICS

PROFESSOR GERGEN, CHAIRMAN—134 PHYSICS BUILDING; PROFESSOR ROBERTS, DIRECTOR
OF GRADUATE STUDIES—230 PHYSICS BUILDING; PROFESSORS CARLITZ, DRESSEL,
ELLIOTT, AND THOMAS; SENIOR RESEARCH ASSOCIATE BUREAU,
VISITING ASSOCIATE PROFESSOR CAMPBELL

Graduate work in the Department of Mathematics is offered leading to the A.M. and Ph.D. degrees. The student, in his undergraduate work, must have had courses in differential and integral calculus, and at least 6 semester hours of other courses in mathematics on the junior or senior level.

The A.M. degree with a major in mathematics is awarded primarily on the basis of scholarship. Of the 24 semester hours of course work required for this degree, 18 semester hours must be taken in the Department of Mathematics.

The Ph.D. degree in mathematics is awarded upon the demonstration of ability and training in research. The original dissertation, therefore, becomes the most important of the formal requirements for this degree.

Because of the important literature of mathematics written in German and French, the student must have a practical reading knowledge of these languages near the beginning of his graduate study.

For 1956-57 the courses planned are 235-236, 247-248, 285, 286, 291-292, 343-344, 371-372.

FOR SENIORS AND GRADUATES

221. NUMERICAL ANALYSIS.—The electronic computer, the art of calculation, and the analysis of error. The transition from physical reality to physical abstraction, to mathematical abstraction, to numerical abstraction, to a numerical computing program. Numerical function theory, theory of approximation, approximate solution of equations, and numerical calculus. Prerequisite: calculus. 3 s.h.

ASSOCIATE PROFESSOR CAMPBELL

227-228. THEORY OF NUMBERS.—Congruences, arithmetic functions, compound moduli, quadratic reciprocity, Gauss sums, quadratic forms, sums of squares. Prerequisite: calculus. 6 s.h.

PROFESSOR CARLITZ

229-230. ALGEBRAIC NUMBERS.—Ideals, unique factorization, divisors of the discriminant, determination of the class number. Prerequisite: theory of equations. 6 s.h.

PROFESSOR CARLITZ

235-236. ABSTRACT ALGEBRA.—Groups, fields, rings, matrices, quadratic and bilinear forms, general Galois theory, hypercomplex systems. Prerequisite: calculus. 6 s.h.

PROFESSOR CARLITZ

247-248. ARITHMETIC OF POLYNOMIALS.—Field theory, detailed study of finite fields, special polynomials and functions, valuation theory, the zeta function. Prerequisite: Mathematics 235 or consent of the instructor. 6 s.h.

PROFESSOR CARLITZ

253-254. DIFFERENTIAL GEOMETRY.—Curves and surfaces in three-dimensional Euclidean space, applicability, differential parameters, Riemannian geometry of n -space. Prerequisite: calculus. 6 s.h.

PROFESSOR THOMAS

255-256. PROJECTIVE GEOMETRY.—Postulational, synthetic treatment centering around Desargues' theorem and the principle of projectivity. Conics, coordinates, order, continuity, metric properties. Prerequisite: calculus. 6 s.h.

PROFESSOR THOMAS

271-272. INTRODUCTORY TOPOLOGY.—Topological properties of Euclidean spaces, set-theoretic and combinatorial methods. Prerequisite: calculus. 6 s.h.

PROFESSOR ROBERTS

285. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Vectors, line and surface integrals, tensors, complex variables, differential and integral equations. Prerequisite: Mathematics 53. 3 s.h.

PROFESSOR DRESSEL

286. MATHEMATICAL ANALYSIS FOR CHEMISTS AND PHYSICISTS.—Wave equation, Fourier series, heat equations, telegraphic equation, Legendre polynomials, Bessel functions, Schrödinger's equation. Prerequisite: Mathematics 53. 3 s.h.

PROFESSOR DRESSSEL

291-292. THEORY OF FUNCTIONS.—Limits, implicit functions, power series, double series, Cauchy's theorem and its applications, residues, Riemann surfaces, conformal mapping. Prerequisite: calculus. 6 s.h.

PROFESSOR GERGEN

FOR GRADUATES

325-326. REAL VARIABLE.—Number system, Lebesgue and Stieltjes integrals, topics in Fourier series. Prerequisite: Mathematics 291-292. 6 s.h.

PROFESSOR GERGEN

327-328. PARTIAL DIFFERENTIAL EQUATIONS.—Boundary problems for partial differential equations of the second and higher order with two or more independent variables. Equations of mixed type. Finite part and logarithmic part of divergent integrals, and their application. Prerequisite: Mathematics 291-292. 4 s.h.

DR. BUREAU

337-338. EXISTENCE THEOREMS.—Systems of partial differential equations, Pfaffian systems, theorems of Cauchy, Riquier, and Cartan, singular integral varieties. Prerequisite: Mathematics 291-292. 6 s.h.

PROFESSOR THOMAS

343-344. ORDINARY DIFFERENTIAL EQUATIONS.—Solution by separation of variables, exact differentials, integrating factors, solution in series. Cauchy's existence theorem, linear differential systems, singular points, partial differential equations equivalent to ordinary systems. Prerequisite: Mathematics 291-292. 6 s.h.

PROFESSOR THOMAS

371-372. DIMENSION THEORY.—Abstract spaces, separation theory for Euclidean spaces, dimension theory. Prerequisite: Mathematics 271-272. 6 s.h.

PROFESSOR ROBERTS

PHILOSOPHY

PROFESSOR BAYLIS, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—3-I-3 WEST DUKE BUILDING; PROFESSORS NEGLEY AND PATTERSON; ASSISTANT PROFESSORS BUCK, CLARK, PEACH, AND WELSH

The Department of Philosophy offers graduate work leading to the A.M. and Ph.D. degrees. Students may specialize in any of the following fields: The History of Philosophy; Logic; Philosophy of Science; Epistemology; Metaphysics; Philosophical Analysis; Ethics; Aesthetics; Political Philosophy; Philosophy of Religion; and Philosophy of Law.

Individual programs of study are developed to meet each student's needs. The following requirements, however, are fundamental: (1) in February of their first year new graduate students in philosophy who are not then taking the Preliminary Examinations for the Ph.D. are required to take Qualifying Examinations in the history of philosophy, ancient and modern, and in logic, both classical and symbolic. A student's achievement on these examinations will be regarded as indicative of his ability to undertake advanced graduate work. (2) Preliminary Examinations for the Ph.D., which may be taken only after a student has met the language requirements for that degree, should be passed during the first year of study beyond the A.M. degree. In these examinations students are expected to combine historical knowledge with critical understanding.

Work in a minor field outside of the Department, but not necessarily confined to any one department, must include six hours for the A.M. and twelve for the Ph.D. and may include more as a student's program requires or permits.

For 1956-57 the courses planned are as follows: 202, 203, 205, 208, 210, 217, 225, 228, 229, 232, 241, 252.

FOR SENIORS AND GRADUATES

202. **PHILOSOPHY OF ART.**—A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, and painting. Problems discussed include: the nature and purposes of the arts; meaning in the arts; art and morality; the role of standards in art criticism; aesthetic judgment; interpretation and evaluation. 3 s.h. (E) ASSISTANT PROFESSOR WELSH

203. **CONTEMPORARY ETHICAL THEORIES.**—Critical discussion and evaluation of the ethical views of twentieth century British and American philosophers. 3 s.h. (E) PROFESSOR BAYLIS

205. **EPISTEMOLOGY.**—A critical and evaluative study of rival theories of meaning, truth and knowledge, of the nature and grounds of a priori knowledge, and of the nature of empirical knowledge and the types of empirical evidence. 3 s.h. (E) PROFESSOR BAYLIS

208. **POLITICAL PHILOSOPHY.**—Analysis of the structure of social organization with particular reference to the nature of political and legal institutions. 3 s.h. (w) PROFESSOR NEGLEY

210. **PHILOSOPHY OF RELIGION.**—A critical and constructive study of the nature of religion, of its various forms and manifestations, and of its functions in human life. 3 s.h. (E) PROFESSOR PATTERSON

211. **PLATO.**—An examination of Plato's views with respect to knowledge, reality, and the state. 3 s.h. (E) PROFESSOR PATTERSON

217. **ARISTOTLE.**—An analysis of Aristotle's views with respect to knowledge, reality, and the state. 3 s.h. (E) PROFESSOR PATTERSON

218. **MEDIEVAL PHILOSOPHY.**—A study of the philosophy of the Middle Ages with special attention to selected texts from the works of Christian, Jewish and Arabian philosophers. 3 s.h. (E) PROFESSOR PATTERSON

219. **KANT.**—Reading and discussion of his philosophy, with some attention to historical continuity. 3 s.h. (w) PROFESSOR NEGLEY

220. **THE POST-KANTIAN.**—The development from Kant through Fichte and Schelling to Hegel; emphasis on the Hegelian dialectic and its influence on political and legal philosophy 3 s.h. (w) PROFESSOR NEGLEY

222. **REASON AND COMMON SENSE IN 17TH AND 18TH CENTURY BRITISH THOUGHT.**—Studies in the theories of reason and sentiment following Hobbes, and the development of opposition among rational, common sense and empirical theories of knowledge and conduct. Readings in Cumberland, Shaftesbury, Hutcheson, Reid and others. 3 s.h. (E) ASSISTANT PROFESSOR PEACH

223. **CONTEMPORARY PHILOSOPHY: IDEALISM.**—Examination and analysis of the idealist position in recent and contemporary philosophy, with special attention to the works of F. H. Bradley and the British Idealists. 3 s.h. (w) PROFESSOR NEGLEY

224. **CONTEMPORARY PHILOSOPHY: REALISM.**—A critical analysis, comparison and evaluation of the several varieties of recent realistic theories, presentative and representative. 3 s.h. (E) PROFESSOR BAYLIS

225. **BRITISH EMPIRICISM.**—A critical study of the writings of Locke, Berkeley, and Hume, with special emphasis on problems in the theory of knowledge. 3 s.h. (E)

227. **CONTINENTAL RATIONALISM.**—A critical study of the writings of Descartes, Spinoza, and Leibnitz, with special emphasis on problems in the theory of knowledge and metaphysics. 3 s.h. (E) ASSISTANT PROFESSOR PEACH

228. **RECENT AND CONTEMPORARY PHILOSOPHY.**—A critical study of outstanding philosophical views from Schopenhauer to the present. 3 s.h. (E) ASSISTANT PROFESSOR PEACH

229. **AMERICAN PRAGMATISM.**—Studies in the philosophy of Peirce, James, Dewey and Mead. 3 s.h. (E) ASSISTANT PROFESSOR WELSH

232. SPECIAL PROBLEMS IN THE PHILOSOPHY OF SCIENCE.—Selected topics concerning the methods of the sciences and the philosophy of science. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

236. ORIENTAL PHILOSOPHY.—A study of the genesis of philosophical ideas in the Upanishads and the Bhagavadgita, and of the developments of the orthodox systems and of the philosophies of the Jains and the Buddhists. 3 s.h. (E)
Offered in 1957-8 and every third year. PROFESSOR PATTERSON

241. LOGIC.—Fundamental Problems of Logic. 3 s.h. (E)
ASSISTANT PROFESSOR CLARK

250. PHILOSOPHICAL ANALYSIS.—A critical study of recent and contemporary essays in philosophical analysis, and an evaluation of the nature, methods, and results of this movement. 3 s.h. (E)
PROFESSOR BAYLIS AND ASSISTANT PROFESSOR BUCK

252. METAPHYSICS.—A critical and evaluative study of rival metaphysical theories and their bases. Analysis of the fundamental metaphysical categories and of metaphysical methods. 3 s.h. (E)
PROFESSOR BAYLIS

FOR GRADUATES

331, 332.—Seminars in Special Fields of Philosophy. 3 s.h. (E)
Offered as occasion arises. ALL MEMBERS OF THE GRADUATE STAFF

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|----------------------------|----------------------------|
| (a) Logic | (aa) Philosophy of Science |
| (b) Ethics | (bb) Political Philosophy |
| (c) Aesthetics | (cc) Epistemology |
| (d) Philosophy of Religion | (dd) Metaphysics |
| (e) History of Philosophy | (ee) History of Philosophy |

351, 352. SEMINAR IN THE TEACHING OF PHILOSOPHY.—Required of all candidates for the Ph.D. degree in Philosophy. Discussion of the problems of teaching philosophy at the undergraduate level. Practice teaching in occasional undergraduate sections. 1 s.h. (E)
ALL MEMBERS OF THE GRADUATE STAFF

PHYSICS

PROFESSOR NIELSEN, CHAIRMAN—119 PHYSICS BUILDING; ASSOCIATE PROFESSOR GREULING, DIRECTOR OF GRADUATE STUDIES—213 PHYSICS BUILDING; PROFESSORS GORDY, NEWSON, NORDHEIM, AND SPONER; ASSOCIATE PROFESSORS FAIRBANK AND LEWIS; ASSISTANT PROFESSORS BLOCK AND WILLIAMSON

The Department of Physics offers graduate work leading to the A.M. and Ph.D. degrees. Course work is designed to give a broad basic foundation in classical and modern physics. All graduate students will be expected to acquire a thorough knowledge of the various branches of classical physics and some familiarity with modern physics and with basic laboratory skills. They will be required to take such course work in the 200 number courses as may be necessary to obtain this foundation.

The student will be required to take such course work as will best be adapted to the kind of work he will subsequently specialize in and to the kind of research he will undertake. The choice of minor will be similarly determined.

Since a practical reading knowledge of French and German is highly desirable for the student of physics, he should satisfy these language requirements as early as possible.

For 1956-57 the courses planned are 201-202, 213-214, 217-218, 219-220, 304, 315-316, 320, 335, 341, 343, 351-352.

FOR SENIORS AND GRADUATES

201-202. MECHANICS.—The fundamental principles of Newtonian mechanics; general dynamics of systems of particles, and rigid bodies; the methods of Lagrange and Hamilton; generalized mechanics. Prerequisite: Physics 125. 6 s.h.

ASSISTANT PROFESSOR BLOCK

213-214. CONTEMPORARY PHYSICS.—A course which covers the fundamental concepts and the experimental basis of modern physics. Three lectures each week. 6 s.h. ASSOCIATE PROFESSOR LEWIS

217-218. ADVANCED PHYSICS LABORATORY.—Measurements involving the fields of mechanics, electricity, magnetism, heat, sound, optics and modern physics. 2-6 s.h. ALL MEMBERS OF THE GRADUATE STAFF

219. ELECTRICITY AND MAGNETISM.—Fundamentals of electricity and magnetism. Motion of charged particles in fields and the physics of electron tubes. Direct and alternating current circuits and networks. Electromagnetic waves. 3 s.h. ASSOCIATE PROFESSOR LEWIS

220. ELECTRON TUBE CIRCUITS.—Linear circuit analysis, rectifiers, filters, linear amplifiers, feedback, noise, power amplifiers, oscillators, modulation, relaxation oscillators. 3 or 4 s.h. ASSISTANT PROFESSOR WILLIAMSON

FOR GRADUATES

303-304. THERMODYNAMICS AND STATISTICAL MECHANICS.—Fundamental laws of thermodynamics and statistical mechanics with applications to physics and chemistry. Gas laws; transport phenomena; elements of quantum statistics. 6 s.h. ASSOCIATE PROFESSORS FAIRBANK AND GREULING

306. LOW TEMPERATURE PHYSICS.—A study of the properties of matter near the absolute zero of temperature; superconductivity, liquid helium, adiabatic demagnetization. Prerequisite: Physics 303. 3 s.h. ASSOCIATE PROFESSOR FAIRBANK

315-316. PRINCIPLES OF QUANTUM THEORY.—Original and fundamental concepts of quantum theory; wave and matrix mechanics; theory of measurements; exclusion principle and electronic spin. Prerequisite: Physics 201-202. 6 s.h. PROFESSOR NORDHEIM

318-319. ELECTROMAGNETIC FIELD THEORY.—Electrostatics and potential theory; dielectric and magnetic media; the magnetic field of currents and the law of induction. Maxwell's electrodynamics; theory of wave optics; refraction; interference, and diffraction. Crystal optics. Prerequisites: Physics 126, 175. 6 s.h. ASSOCIATE PROFESSOR GREULING

320. THEORY OF ELECTRONS.—Lorentz' equations of electrodynamics. Classical theories of dispersion, magnetism, and conductivity. Theory of relativity. Prerequisite: Physics 318-319. 3 s.h. ASSOCIATE PROFESSOR GREULING

323. THEORY OF ATOMIC SPECTRA.—Excitation of spectra, computation of wave lengths from photographs of spectra, study of the structure of atomic spectra with applications. 3 s.h. PROFESSOR SPONER

324. THEORY OF MOLECULAR SPECTRA.—A study of the structure of molecular spectra with applications. 3 s.h. PROFESSOR SPONER

331. MICROWAVE RADIATION.—Microwave generators, cavity resonators, transmission lines, radiation propagation and detection. 3 s.h. PROFESSOR GORDY

335. MICROWAVE SPECTROSCOPY.—Application of microwaves in the determination of molecular, atomic and nuclear properties. Stark and Zeeman effects in microwave spectroscopy. Magnetic resonance absorption. 3 s.h. PROFESSOR GORDY

340. STRUCTURE OF MATTER.—Selected topics dealing with the constitution of matter, such as crystal structure and x-rays, the solid state and problems of molecular structure. 2 s.h. PROFESSOR SPONER

341. ADVANCED TOPICS IN QUANTUM THEORY.—Quantum theory of radiation and collisions with special reference to nuclear and high energy physics. Prerequisite: Physics 315-316. 3 s.h. PROFESSOR NORDHEIM

343. NUCLEAR PHYSICS.—Elementary theory of the deuteron; low energy neutron proton scattering; theory of nuclear reactions; penetration of potential barriers; nuclear energy levels. Prerequisite: Physics 315. 3 s.h. PROFESSOR NEWSON

344. ADVANCED NUCLEAR PHYSICS.—The deuteron, nuclear forces, scattering of elementary particles, beta-radiation. Other aspects of nuclear physics susceptible of theoretical interpretation. Prerequisite: Physics 343. 3 s.h.

PROFESSOR NORDHEIM

351-352. SEMINAR.—A series of weekly discussions on topics related to the research projects under investigation in the Department. 2 s.h.

ALL MEMBERS OF THE GRADUATE STAFF

POLITICAL SCIENCE

PROFESSOR RANKIN, CHAIRMAN—308 LIBRARY; PROFESSOR WILSON, DIRECTOR OF GRADUATE STUDIES—405 NEW TOWER, LIBRARY; PROFESSORS COLE, CONNERY AND HALLOWELL; VISITING PROFESSORS COKER AND WHEARE; ASSOCIATE PROFESSORS BRAIBANTI AND SIMPSON; VISITING LECTURER LEACH

The Department of Political Science offers graduate work leading to the A.M. and Ph.D. degrees. Instruction is designed to prepare the student for teaching, for government service, and for other work related to public affairs. Before undertaking graduate study in political science, a student is ordinarily expected to have completed at least 12 semester hours of course work in political science, including some work in American government.

Fields of political science in which instruction is at present offered for candidates for the degree of Doctor of Philosophy are the following: American Government and Constitutional Law; Comparative Government; Political Theory; American State and Local Government; International Law; Public Administration. Candidates for the degree of Doctor of Philosophy who propose to major in political science must elect five fields, including Comparative Government and Political Theory; at least one of the five fields must be taken in a department other than the Department of Political Science.

In 1956-57 the courses planned are 207, 209, 211, 212, 221, 223, 224, 225, 226, 227-228, 229, 230, 231, 235, 241, 246, 291, 310, 311, 321, 325, 328, 341, and 401.

FOR SENIORS AND GRADUATES

207. AMERICAN CONSTITUTIONAL LAW AND THEORY.—A study of leading principles of American government, as developed through judicial interpretation of the Constitution. 3 s.h.

PROFESSOR RANKIN

209. PROBLEMS IN STATE AND LOCAL GOVERNMENT IN THE UNITED STATES.—A study of the historical development of state and local governments, their present organizations and subdivisions, and their relation to each other. Special attention is given to the position of the states in the federal union through the study of federal-state, inter-state, and state-local relations. 3 s.h.

PROFESSOR RANKIN

211. POLITICAL INSTITUTIONS OF THE FAR EAST.—An analysis of the ideas underlying the development of government in Japan, China, and Korea. Study of the writings of Lao-tse, Confucius and the sacred books of Buddhism and Shinto. Particular attention is given to the theory of Confucian bureaucracy, the Taikwa Reform, the development of the Tokugawa administrative state, the constitutional reforms of Sun Yat-sen in China and of the Meiji Era in Japan. 3 s.h.

ASSOCIATE PROFESSOR BRAIBANTI

212. INTERNATIONAL POLITICS OF THE FAR EAST.—An analysis of the relations of China, Japan, and Korea *inter se* and with outside powers, with emphasis upon changing power relationships within the Asian cultural sphere. 3 s.h.

ASSOCIATE PROFESSOR BRAIBANTI

221. INTERNATIONAL PUBLIC ORGANIZATION.—A study of the structure and functioning of the United Nations organs, of related specialized agencies such as the International Labor Organization, and of regional agencies such as the Organization of American States. 3 s.h.

PROFESSOR WILSON

223. **POLITICAL THOUGHT TO THE SEVENTEENTH CENTURY.**—A survey from the time of Plato to the close of the seventeenth century; Graeco-Roman, Patristic and Germanic thought; individualism and cosmopolitanism; effect of the Church-State controversy and the conciliar movement; medieval constitutionalism; legislative sovereignty. 3 s.h.
 PROFESSORS HALLOWELL AND WILSON

224. **MODERN POLITICAL THEORY.**—An historical survey and philosophical analysis of political theory from the beginning of the seventeenth to the middle of the nineteenth century. Attention is given to the rise of liberalism, the Age of Enlightenment, the romantic and conservative reaction, idealism and utilitarianism. 3 s.h.
 PROFESSOR HALLOWELL; VISITING PROFESSOR COKER

225. **COMPARATIVE GOVERNMENT.**—A comparative study of modern political institutions with particular attention to European constitutional government and politics. 3 s.h.
 PROFESSOR COLE

226. **COMPARATIVE GOVERNMENT.**—A comparative study of modern political institutions with particular attention to European totalitarianism. 3 s.h.
 PROFESSOR COLE

227-228. **INTERNATIONAL LAW.**—Elements of international law, particularly as interpreted and applied by the United States; rights and duties of states with respect to recognition, state territory and jurisdiction, nationality, diplomatic and consular relations, treaties, treatment of aliens, pacific settlement of disputes, international regulation of the use of force, and collective security. 6 s.h.
 PROFESSOR WILSON

229. **RECENT AND CONTEMPORARY POLITICAL THEORY.**—The rise of positivism and its impact upon modern political thought, the origins of socialism, Marxism and its variants, socialism in the Soviet Union, nationalism, Fascism and National Socialism, the crisis in modern democracy, Christianity and the social order. 3 s.h.
 PROFESSOR HALLOWELL; VISITING PROFESSOR COKER

230. **AMERICAN POLITICAL INSTITUTIONS.**—A study of the formation and development of institutions of the national government in the United States, with historical and analytical treatment. Among other topics this course is concerned with the Constitutional Convention of 1787, and the development of Congress, the Presidency, and the Supreme Court. 3 s.h.
 PROFESSOR RANKIN; ASSOCIATE PROFESSOR SIMPSON

231. **AMERICAN POLITICAL THEORY.**—An analysis of the main currents in American political thought from colonial beginnings to the present day, with emphasis upon the development of liberalism in America. 3 s.h.
 PROFESSOR HALLOWELL

234. **CIVIL-MILITARY RELATIONSHIPS IN AMERICAN GOVERNMENT.**—A consideration of the role of the military in American government both in practice and in theory. Special emphasis will be given to formal civil-military structural arrangements for determining policies such as the National Security Council, and to the degree of civilian control within the military establishment. 3 s.h. (w)
 PROFESSOR CONNERY

235. **THE BRITISH COMMONWEALTH.**—An analysis of the political relationships between the members of the Commonwealth and a comparative study of the governments of the Dominions, with particular reference to Canada. A course designed in part to utilize the occasional services of visiting professors from Commonwealth countries. 3 s.h.
 PROFESSOR COLE; VISITING PROFESSOR WHEARE

241. **ADMINISTRATIVE MANAGEMENT.**—An advanced course in public administration with special attention being given to the development of scientific management, its application to government in the United States and a consideration of current problems in organization, procedures, work simplification, and management improvement. 3 s.h.
 PROFESSOR CONNERY

242. **NATIONAL ADMINISTRATION.**—A study of the administrative organization, working concepts and procedures of the United States Government, illustrated through the operations of the Bureau of the Budget. 3 s.h.
 PROFESSOR CONNERY

246. GOVERNMENT ADMINISTRATION AND PUBLIC POLICY.—Through use of case studies, a consideration of the types of administrative problems that the United States Government encounters in the field of public policy, and their possible solution. 3 s.h. PROFESSOR CONNERY

271. SOCIOPOLITICS AND CAPITALISM.—Labor and labor policies in Western Europe and the United States in the nineteenth and twentieth centuries; the development of monopoly power and political power of labor in recent decades. 3 s.h.

291. PROBLEMS OF MUNICIPAL GOVERNMENT.—An analysis of problems relating to the structural system and activities of municipalities in the United States. 3 s.h. PROFESSOR RANKIN; VISITING LECTURER LEACH

292. MUNICIPAL ADMINISTRATION.—A study of principles and methods relating to municipal administration in the United States. 3 s.h. PROFESSOR RANKIN

FOR GRADUATES

301-302. DEPARTMENTAL GRADUATE SEMINAR.—An introduction to research methodology, inter-disciplinary relationships and current research problems. Required of all graduate majors in political science. No credit.

PROFESSORS WILSON, RANKIN, COLE, HALLOWELL, CONNERY, BRAIBANTI,
OTHER MEMBERS OF THE FACULTY AND VISITING LECTURERS

310. SEMINAR IN STATE GOVERNMENT.—Open to students who have completed course 209 or its equivalent. 3 s.h. PROFESSOR RANKIN

311. SEMINAR IN FAR EASTERN POLITICS.—Open to students who have completed course 211 or its equivalent. 3 s.h. ASSOCIATE PROFESSOR BRAIBANTI

321. SEMINAR IN POLITICAL THEORY.—Open to students who have completed 6 semester hours in Political Science 223, 224, 229, 231 or their equivalents. 3 s.h. PROFESSOR HALLOWELL

325. SEMINAR IN COMPARATIVE GOVERNMENT.—Open to students who have completed courses 225 and 226 or their equivalents. 3 s.h. PROFESSOR COLE

326. SEMINAR ON FEDERAL GOVERNMENT.—3 s.h.

VISITING PROFESSOR WHEARE

328. SEMINAR IN INTERNATIONAL LAW.—Open to students who have completed course 227-228 or its equivalent. 3 s.h. PROFESSOR WILSON

341. SEMINAR IN PUBLIC ADMINISTRATION.—Directed reading, discussion and reports concerning the theory and practice of Public Administration. 3 s.h. PROFESSOR CONNERY

401. SEMINAR ON THE BRITISH COMMONWEALTH.—3 s.h.

PROFESSORS COLE, HAMILTON AND SPENGLER

RELATED COURSES IN OTHER DEPARTMENTS

Economics 233, 237-238, 315, 316, 329, 365; History 215-216, 217-218, 233-234, 261-262; Philosophy 208; Religion 224, 394; Sociology 382.

RELATED COURSE WORK IN THE SCHOOL OF LAW

There may be graduate credit for course work completed in the Duke University School of Law, under regulations referred to on page.... of this *Bulletin*.

PSYCHOLOGY

PROFESSOR RODNICK, CHAIRMAN—102 BIVINS HALL; PROFESSOR ZENER, DIRECTOR OF GRADUATE STUDIES—205 PSYCHOLOGICAL LABORATORY; PROFESSOR RODNICK, DIRECTOR OF CLINICAL TRAINING; PROFESSORS ADAMS, DAI, KOCH, AND KUDER;
ASSOCIATE PROFESSORS BANHAM, COHEN, GARMETZ, AND KIMBLE;
ASSISTANT PROFESSORS BORSTELMANN, GUTTMAN, JONES,
PARSONS, SPIELBERGER, AND WILSON

The Department of Psychology offers advanced work in general experimental psychology leading to the A.M. and Ph.D. degrees and in clinical psychology leading to the Ph.D. only.

Whatever the field of psychology in which a student eventually specializes, he is required to have a thorough background in the facts, methods, and theories of general psychology. Graduate programs are arranged to achieve this common background primarily during the first year, with specialization in course work reserved for subsequent years.

Normally, the candidate for the Ph.D. degree is expected, by the end of his second year, in addition to having worked out a program of studies, to have passed his language examinations, a departmental qualifying examination in his area of intended doctoral research, and the preliminary examination. By this time also his doctoral dissertation subject should be formulated. Emphasis is laid upon the completion of the dissertation, directed by a member of the staff, demonstrating competence and independence in the investigation of an original and significant problem.

As an integral part of their academic work during the first, second and fourth years, students specializing in clinical psychology will undertake field work in a variety of clinical settings. In addition, they will normally spend the third year in an appropriate, approved internship. The fourth year will be spent in residence at Duke University to complete the dissertation.

The field of minor work is not restricted, but it may be pointed out that the fields most relevant to graduate study in psychology are philosophy of science, sociology and anthropology, physiology, neuroanatomy, mathematics, and education.

Further details concerning the program of studies in psychology may be obtained from the Director of Graduate Studies in Psychology.

For 1956-57 the courses planned are 201-202, 206, 209, 212, 215, 221-222, 236, 242, 265, 266, 303-304, 305, 306, 308, 309, 310, 312, 320, 322, 335-336, 341, 342, 344-345, 371.

FOR SENIORS AND GRADUATES

201-202. PROSEMINAR.—An integrated core curriculum in general psychology, designed to provide an advanced background in the principles, and the empirical and theoretical methods, of the major fields of psychology. The topics include: scientific methods in psychology, biological foundations of behavior, motivation, learning, perception, behavior development, personality, the social determinants of behavior, and contemporary psychological theories. Required of all first year students. 9 s.h. fall semester, 6 s.h. spring semester.

PROFESSORS ADAMS, KOCH, KUDER, RODNICK, AND ZENER;
ASSOCIATE PROFESSORS BANHAM AND KIMBLE; ASSISTANT
PROFESSORS GUTTMAN AND JONES

206. SOCIAL PSYCHOLOGY.—An examination of selected research and areas in social psychology including social perception, socialization, prejudice, and the behavioral effects of communication, interaction, and influence. 3 s.h.

ASSISTANT PROFESSOR JONES

209. EXPERIMENTAL METHODS IN PSYCHOLOGY.—A study of methods for the identification, control, and recording of essential variables in psychological situations, with emphasis upon the relation of experimental techniques to problem formulation. Laboratory, lectures, and discussions. 3 s.h.

PROFESSORS ADAMS AND ZENER; ASSOCIATE PROFESSOR KIMBLE;
ASSISTANT PROFESSOR GUTTMAN

212. PHYSIOLOGICAL PSYCHOLOGY.—An advanced study of the interrelationships between psychological and physiological processes. 3 s.h.

ASSISTANT PROFESSOR GUTTMAN

215. DEVELOPMENTAL PSYCHOLOGY.—The environmental forces conditioning the development of personality structure and the mechanisms contributing to psychological growth; critical periods in character formation from infancy to senescence. 3 s.h.

PROFESSOR ADAMS

221-222. PROPRACTICUM.—Lectures, demonstrations and practice in the use of basic procedures, projective and non-projective, employed in clinical psychology; principles of interpretation and reporting of test findings. Laboratory periods will be held in clinical field facilities. 3 s.h. each semester.

ASSOCIATE PROFESSOR GARMETZKY AND ALL MEMBERS
OF THE CLINICAL STAFF

236. THEORETICAL PSYCHOLOGY.—This course is devoted to the analysis of techniques of theory construction in psychology. The discussion of these methodological issues is co-ordinated with the analysis of concrete formulations in contemporary psychological theory. 3 s.h.
PROFESSOR KOCH

242. MEASUREMENT OF APTITUDES, INTEREST, AND ACHIEVEMENT (also listed as Education 242).—A study of the theories and principles of Psychological measurement as applied to aptitude, interest, and achievement testing. 3 s.h.
PROFESSOR KUDER

265. FUNDAMENTAL STATISTICAL APPLICATIONS IN PSYCHOLOGICAL RESEARCH.—Introduction to probability and the use of statistics in description and hypothesis testing in psychology including the following applications: correlational techniques, chi-square and t tests, distribution-free tests and one-way analysis of variance. Prerequisite: Psychology 117-118 or equivalent. 3 s.h. (Second semester.)
ASSISTANT PROFESSOR WILSON

266. ADVANCED STATISTICAL APPLICATIONS IN PSYCHOLOGICAL RESEARCH.—The basic theory and applications of analysis of variance techniques to complex experimental designs will be covered. Additional advanced techniques, including factor analysis, will be introduced. Prerequisite: Psychology 265 or equivalent. 3 s.h. (First semester.)
ASSISTANT PROFESSOR WILSON

303-304. RESEARCH.—2 or 3 s.h. ALL MEMBERS OF THE GRADUATE STAFF

305. PSYCHOPATHOLOGY.—An examination of behavior disorders, with particular emphasis on explanatory concepts and the evidence from research in this field. 3 s.h.
PROFESSOR RODNICK

306. SEMINAR IN DEVELOPMENTAL PSYCHOLOGY.—2 or 3 s.h.
PROFESSOR ADAMS

308. SEMINAR IN PSYCHOPATHOLOGY AND PERSONALITY THEORY.—3 s.h.
PROFESSOR RODNICK

309. PROBLEMS OF LEARNING.—3 s.h. ASSOCIATE PROFESSOR KIMBLE

310. SEMINAR IN PERCEPTION.—3 s.h. PROFESSOR ZENER

312. SEMINAR IN THEORETICAL PSYCHOLOGY.—3 s.h. PROFESSOR KOCH

320. SEMINAR IN THE THEORY OF MENTAL TESTS.—3 s.h.
PROFESSOR KUDER

322. SEMINAR IN PERSONNEL PSYCHOLOGY.—3 s.h. PROFESSOR KUDER

335-336. CLINICAL PSYCHOLOGY PRACTICUM.—Seminar discussion and supervised field experience in the application of basic psychological procedures and principles to clinical cases in a variety of institutional settings. Prerequisite: Psychology 221-222. 3 s.h. each semester.
ASSOCIATE PROFESSOR COHEN AND ALL MEMBERS OF THE CLINICAL STAFF

341. SOCIETY, CULTURE AND BEHAVIOR DISORDERS.—A critical survey of current theories of the structure and genesis of psychoneurosis, with particular stress on psychoneurotic disturbances as problems of the self in relation to society and culture. 3 s.h. Second semester.
PROFESSOR DAI

342. PRINCIPLES OF PSYCHOTHERAPY.—With permission of instructor. Prerequisite: Psychology 341. 3 s.h.
PROFESSOR DAI

344-345. ADVANCED SEMINAR IN CLINICAL PSYCHOLOGY. 1 s.h. each semester.
ALL MEMBERS OF CLINICAL STAFF

371. PRE-SCHOOL BEHAVIOR PROBLEMS.—3 s.h.
ASSOCIATE PROFESSOR BANHAM

RELATED COURSES IN OTHER DEPARTMENTS

Education 208A, 208B, 209, 217, 227, 228, 240, 241, 244, 248, 258, 318; Philosophy 104, 203, 208, 223, 224, 232, 242, 301, 331-332a; Sociology and Anthropology 212, 238, 243, 246, 249, 271, 276, 330, 380; Zoology, 252, 271, 328, 355-356; Physiology M261-262.

RELIGION

PROFESSOR SMITH, DIRECTOR OF GRADUATE STUDIES—308 DIVINITY SCHOOL; PROFESSORS
BEACH, CLARK, CUSHMAN, PETRY, AND STINESPRING; ASSOCIATE
PROFESSOR BROWNLEE; ASSISTANT PROFESSOR SCHAFER

The Department of Religion offers graduate work leading to the A.M. and Ph.D. degrees. Students may major in one of three fields: (1) Biblical Studies; (2) Studies in Church History; and (3) Studies in Christian Thought. They will be expected to take such courses in one or both of the other fields as will conduce to an adequate understanding of their chosen fields of specialization.

In addition to course work in these major fields, students will take such other courses in cognate fields as will contribute to the enrichment of their major studies. For those majoring in Biblical Studies, courses in ancient language and literature are suggested; for those majoring in Church History, courses in history are suggested; and for those majoring in Studies in Christian Thought, courses in philosophy, political science, and sociology are suggested.

Students who intend to become candidates for the Ph.D. degree should take the required language examinations in both French and German not later than the beginning of the second year of residence.

For 1956-57 the courses planned are 201-202, 207-208, 217, 301, 304, 305, 306, 310, 311, 313, 316, 318, 321, 322, 326, 328, 332, 336, 389, 390, 393, 394, 396, 397.

FIELD I. BIBLICAL STUDIES

201-202. FIRST HEBREW.—The principles and structure of the Hebrew language with translation of selected Old Testament narratives. 6 s.h.

PROFESSOR STINESPRING

207-208. SECOND HEBREW.—II Samuel the first semester and the Qumran Isaiah Scroll the second. 6 s.h.

ASSOCIATE PROFESSOR BROWNLEE

217. THE NEW TESTAMENT IN GREEK.—Extensive reading of the Greek text of the New Testament, with special emphasis upon its interpretation. 3 s.h.

PROFESSOR CLARK

218. GALATIANS AND I CORINTHIANS.—A detailed study of two of Paul's major epistles, based on the Greek text. 3 s.h.

220. I PETER AND THE GOSPEL OF JOHN.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. 3 s.h.

301. THE RELIGIOUS THOUGHT OF POST-EXILIC JUDAISM.—A study of the development of religious ideas in Post-Exilic Judaism. 3 s.h.

ASSOCIATE PROFESSOR BROWNLEE

304. ARAMAIC.—A study of the Aramaic portions of the Old Testament, and selected passages from the Targums, Midrashes, and Talmuds. Hours to be arranged. 3 s.h.

PROFESSOR STINESPRING

305. THIRD HEBREW.—A study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. Hours to be arranged. 3 s.h.

PROFESSOR STINESPRING

306. ADVANCED HEBREW.—A course on the Dead Sea Scrolls. 3 s.h.

ASSOCIATE PROFESSOR BROWNLEE

307. SYRIAC.—A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic prerequisite. 3 s.h.

PROFESSOR STINESPRING

309. HISTORY OF THE ANCIENT NEAR EAST.—A specialized study of the civilizations of Egypt, Palestine, Syria, and Mesopotamia in the light of Biblical archaeology. 3 s.h.

PROFESSOR STINESPRING

310. OLD TESTAMENT PROPHECY.—The prophetic movement in Israel with special emphasis on the prophets of the eighth century B.C. 3 s.h.

PROFESSOR STINESPRING

311. THE LIFE AND TEACHINGS OF JESUS.—A study of the events and sayings of the historical Jesus, in the light of His mission. 3 s.h. PROFESSOR CLARK

312. ADVANCED NEW TESTAMENT THEOLOGY.—An examination of the central aspects of New Testament theology. 3 s.h.

313. THE APOSTOLIC FATHERS.—A study of the Christian development from Clement of Rome to Polycarp (90-155 A.D.), with readings in the Greek text. 3 s.h.

PROFESSOR CLARK

314. PATRISTIC THOUGHT.—A study of the development of early Christian doctrine to the period of Irenaeus. 3 s.h.

316. HELLENISTIC RELIGIONS.—A study of the Gentile religions in the Roman Empire, at the beginning of the Christian era. 3 s.h. PROFESSOR CLARK

317. THE SYNOPTIC GOSPELS.—A detailed study of their characteristics and contents, based upon the Greek text, with attention to their respective sources and to the development of synoptic criticism. 3 s.h. PROFESSOR CLARK

318. TEXTUAL CRITICISM OF THE NEW TESTAMENT.—A study of the scientific recovery of the Greek text on which modern versions are based; manuscript discoveries; principles of textual criticism; practice in collating original manuscripts in the Duke collection. 3 s.h. PROFESSOR CLARK

319. JUDAISM AND EARLY CHRISTIANITY.—A special study of the relation between Judaism and early Christianity. 3 s.h.

RELATED COURSES IN OTHER DEPARTMENTS

Greek 257; Latin 258; Aesthetics, Art, and Music 215, 216.

FIELD II. STUDIES IN CHURCH HISTORY

330. THE CHURCH IN EUROPE SINCE 1800.—Emphasis is placed on the relation of the Church to the social, economic, and political life of Modern Europe. 3 s.h. PROFESSOR PETRY

331. THE SOCIAL MESSAGE OF THE EARLY AND MEDIEVAL CHURCH.—A study of the social teachings and contributions of the Christian Church prior to the Protestant Reformation. 3 s.h. PROFESSOR PETRY

332. THE MEDIEVAL CHURCH.—Outstanding characteristics of the Medieval Church, emphasizing theory, polity, institutions, sacraments, and worship. 3 s.h. PROFESSOR PETRY

334. CHURCH REFORMERS AND CHRISTIAN UNITY.—The work of such reformers as Marsilius of Padua, William of Ockham, Jean Gerson, Pierre d'Ailly, and Nicholas of Cusa in relation to ecclesiastical schism and the search for Christian unity through representative councils. 3 s.h. PROFESSOR PETRY

336. CHRISTIAN MYSTICISM IN THE MIDDLE AGES.—Source studies, in historical perspective, of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. 3 s.h. PROFESSOR PETRY

RELATED COURSES IN OTHER DEPARTMENTS

History 221-222, 225-226; Ancient Languages and Literatures 257-258.

FIELD III. STUDIES IN CHRISTIAN THOUGHT

224. CONCEPTIONS OF MAN IN WESTERN THOUGHT.—An analysis and interpretation of important types of philosophical and theological theory. 3 s.h. PROFESSOR CUSHMAN

321. PLATONISM AND CHRISTIANITY.—An analysis of Plato's religious philosophy and a survey of its continuing influence in Hellenistic and Christian thought. 3 s.h. Prerequisite: Permission of the instructor. PROFESSOR CUSHMAN

322. THEOLOGY AND PHILOSOPHY IN THE NINETEENTH CENTURY.—Protestant thought from Schleiermacher to Troeltsch together with representative theologians of Britain. 3 s.h. PROFESSOR CUSHMAN

323. HISTORY OF CHRISTIAN THOUGHT I.—An historical study of theology in the ancient and medieval church. 3 s.h. ASSISTANT PROFESSOR SCHAFER

324. HISTORY OF CHRISTIAN THOUGHT II.—An historical study of theology from the Reformation. 3 s.h. ASSISTANT PROFESSOR SCHAFER

325. PHILOSOPHICAL THEOLOGY I.—Constructive approach to the problem of faith and reason. 3 s.h. PROFESSOR CUSHMAN

326. PHILOSOPHICAL THEOLOGY II.—Main problems in the history of philosophical theology. 3 s.h. PROFESSOR CUSHMAN

328. SEMINAR IN TWENTIETH CENTURY CONTINENTAL AND BRITISH THEOLOGY.—Critical examination of the thought of representative theologians. 3 s.h. PROFESSOR CUSHMAN

389. CHRISTIAN ETHICS AND CONTEMPORARY CULTURE.—A study of the interaction between Christian thought and current secular social theory. 3 s.h. PROFESSOR BEACH

390. CURRENT PROBLEMS IN CHRISTIAN ETHICAL THEORY.—A critical study, seminar style, of dominant issues in Christian ethics, through an analysis of a variety of contemporary Christian treatments of such problems as love, justice, community and vocation. 3 s.h. PROFESSOR BEACH

391. HISTORICAL TYPES OF CHRISTIAN ETHICS I.—A critical study of representative statements of Christian ethical theory, through the early Reformation. 3 s.h. PROFESSOR BEACH

392. HISTORICAL TYPES OF CHRISTIAN ETHICS II.—A continuation of C.E. 391, from the Reformation through current Christian ethical theory. Pre-requisite: C.E. 391. 3 s.h. PROFESSOR BEACH

393. THE CHRISTIAN INTERPRETATION OF HISTORY.—A comparative examination of the chief secular and Christian theories of history current in Western thought. 3 s.h. PROFESSOR BEACH

394. CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems, with special consideration of the religious assumptions underlying democratic theory and practice and of the relationship of church to state. 3 s.h. PROFESSOR BEACH

395. CHRISTIAN THOUGHT IN COLONIAL AMERICA.—Exposition of the main currents in Protestant Theology. 3 s.h. PROFESSOR SMITH

396. CHRISTIAN THOUGHT IN NINETEENTH-CENTURY AMERICA.—Comparative study of Orthodoxy and Liberalism. 3 s.h. PROFESSOR SMITH

397. CURRENT AMERICAN THEOLOGY.—Critical appraisal of contemporary tendencies in American theological thought. 3 s.h. PROFESSOR SMITH

370. SEMINAR: JONATHAN EDWARDS.—A critical analysis of Edwards' major theological works. 2 s.h. PROFESSOR SMITH

372. SEMINAR: THEOLOGY OF PAUL TILLICH.—An examination of Tillich's philosophical theology. 2 s.h. PROFESSOR SMITH

RELATED COURSES IN OTHER DEPARTMENTS

Political Science 229, 231.

OTHER COURSES

Certain other courses listed in this *Bulletin* and the *Bulletin of the Divinity School* may be taken for graduate credit provided that at the time of registration they are approved by the Director of Graduate Studies in Religion and by the Dean of the Graduate School.

ROMANCE LANGUAGES

PROFESSOR JORDAN, CHAIRMAN—214 CARR; PROFESSOR WALTON, DIRECTOR OF GRADUATE STUDIES—207 GRAY; PROFESSORS DAVIS AND PREDMORE; ASSOCIATE PROFESSORS CASTELLANO AND DEMOREST

The Department of Romance Languages offers graduate work leading to the A.M. and Ph.D. degrees. In order to undertake graduate study in this Department, the student should normally have credit for four years of college courses in the chosen language, or 18 semester hours beyond the conventional two units offered at entrance to college. In addition to this minimum requirement, the student should have had one semester of review in composition and grammar.

It is recommended that candidates for the A.M. degree take a second Romance Language as the minor subject.

A candidate for the Ph.D. degree should be equipped to follow graduate courses in a second Romance Language. For this degree some training in Romance Linguistics will be required, the amount to be determined by the Department upon consideration of the student's preparation in the field.

Graduate students in this Department will be required to maintain oral practice in their major language through non-credit exercises provided by the Department.

The courses planned for 1956-57 are: French 210, 219, 220, 225, 333, 334; and Spanish 257, 258, 260, 261, 264, 266.

FRENCH

FOR SENIORS AND GRADUATES

210. THE AGE OF RICHELIEU.—An introduction to French life and thought in the literature of the early seventeenth century. The transition from the Renaissance to classical culture. Discussions of the baroque, the *Libertins*, the scientific rationalists, the Counter Reformation. Extensive reading in Corneille and Pascal. Lectures in French. 3 s.h.

ASSOCIATE PROFESSOR DEMOREST

213. FRENCH CLASSICISM.—Its initial phase. Readings from Malherbe, Molière, Racine, Boileau, La Fontaine, La Rochefoucauld, Madame de Sévigné, La Bruyère, and others. 3 s.h.

PROFESSOR WALTON

214. FRENCH CLASSICISM.—Its final phase. Readings from Fontenelle, Saint-Simon, Abbé Prévost, Marivaux, Lesage, Montesquieu, Voltaire, and others. The main emphasis is on Voltaire. 3 s.h.

PROFESSOR WALTON

215, 216. THE MODERN FRENCH NOVEL.—A survey of the novel form from the seventeenth to the twentieth century, with particular attention to the analysis of fundamental literary trends; classicism, rationalism, romanticism, and realism. 6 s.h.

PROFESSOR JORDAN

225. POLITICAL AND RELIGIOUS LITERATURE IN THE ROMANTIC PERIOD.—The Romantic outlook as it shapes political and religious literature from the Consulate to the Revolution of 1848. The mystics of conservatism, the prophets of a Romantic faith, and the heralds of a social republic. Lectures in French. 3 s.h.

ASSOCIATE PROFESSOR DEMOREST

227. FRENCH POETRY SINCE THÉOPHILE GAUTIER.—Readings from the principal figures of the Parnassian and Symbolist movements, including Baudelaire, Leconte de Lisle, Heredia, Verlaine, Rimbaud, Mallarmé and Régner. 3 s.h.

PROFESSOR WALTON

238. ANATOLE FRANCE.—An analysis of the principal phases of his work and its relation to the French tradition. Reading of his poetry, *Le Crime de Sylvestre Bonnard*, *Thaïs*, *Le Jardin d'Épicure*, *Les Dieux ont Soif*, *Le Lys Rouge*, *L'Île des Pingouins*, parts of *La Vie Littéraire*. 3 s.h.

PROFESSOR WALTON

FOR GRADUATES

323, 324. REALISM AND NATURALISM.—Literary doctrines and practices in the generation of 1850-90, with particular reference to the background of scientific thinking. 6 s.h.

PROFESSOR JORDAN

325, 326. FRENCH LITERATURE IN THE SIXTEENTH CENTURY.—The main attention is given to Rabelais, Montaigne, Marot, Ronsard, Du Bellay. The principal movements treated are: Humanism, Hellenism, Platonism, Petrarchism, the Pléiade. 6 s.h. PROFESSOR WALTON

333, 334. CONTEMPORARY FRENCH LITERATURE.—The twentieth century is examined mainly with reference to the originality of its contribution in the domain of ideas and literary forms. Only the leading figures are read extensively: Rolland, Gide, Proust, Duhamel, Valéry. 6 s.h. PROFESSOR JORDAN

350. NINETEENTH-CENTURY FRENCH CRITICISM.—A survey of critical doctrines and practices from Sainte-Beuve to the end of the century, including Brunetière, Faguet, Lemaître, France, Doumic and others. 3 s.h. PROFESSOR JORDAN

SPANISH

FOR SENIORS AND GRADUATES

257. OLD SPANISH LANGUAGE.—The historical development of the language together with illustrative readings. 3 s.h. PROFESSOR DAVIS

258. OLD SPANISH LITERATURE.—The literature of the Middle Ages and Early Renaissance. 3 s.h. PROFESSOR DAVIS

260. ADVANCED COMPOSITION AND SYNTAX.—Study of fundamental difficulties in the language; practice in writing idiomatic Spanish; exercises in free composition. For students who have a satisfactory command of Spanish grammar and fair conversational ability. Prerequisite: Spanish 173-174 or permission. 3 s.h. ASSOCIATE PROFESSOR CASTELLANO

261. NINETEENTH CENTURY NOVEL.—A study of literary and social trends in the last half of the nineteenth century. Readings will be selected from the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñez, and their contemporaries. 3 s.h. PROFESSOR DAVIS

264. MODERN AND CONTEMPORARY SPANISH THEATER.—A brief review of the modern and contemporary Spanish Theater from the period of Romanticism. Lectures, reading and discussion of the most representative works of Benavente, los hermanos Quintero, García Lorea, Casona, etc. 3 s.h. ASSOCIATE PROFESSOR CASTELLANO

265. GOLDEN AGE LITERATURE: CERVANTES.—The life and thought of Cervantes with special emphasis on his *Quijote*. 3 s.h. PROFESSOR PREDMORE

266. GOLDEN AGE LITERATURE: THE DRAMA.—Study of the chief Spanish dramatists of the seventeenth century with readings of representative plays of this period. 3 s.h. ASSOCIATE PROFESSOR CASTELLANO

270. THE SPANISH LANGUAGE IN AMERICA.—The development of the Spanish language from the time of the Discovery to the present. 3 s.h. PROFESSOR PREDMORE

275. CONTEMPORARY SPANISH LITERATURE.—The Essay and Lyric Poetry. A study of the revision of national values and literary expression in the twentieth century with particular reference to the crisis of 1898 and to the enrichment of the Spanish tradition through extra-peninsular influences. 3 s.h. PROFESSOR PREDMORE

276. CONTEMPORARY SPANISH LITERATURE.—The Novel. A study of tradition and innovation in the twentieth century Spanish novel with emphasis on the novels of Unamuno, Baroja, Valle Inclán, and Pérez de Ayala. 3 s.h. PROFESSOR PREDMORE

RUSSIAN

ASSISTANT PROFESSOR WINNER

No graduate degree is presently offered in Russian. The following courses may serve in the minor programs of students in other departments.

201, 202. THE NOVELISTS OF NINETEENTH CENTURY RUSSIA.—The principal writers discussed are Pushkin, Lermontov, Gogol, Goncharov, Saltykov-

Shchedrin, Turgenev, Dostoevsky and Tolstoy. Discussion of the main cultural currents of the period. Attention is given to the literary relations between Russia and the West. Extensive readings in English translation. Lectures, oral reports and term paper each semester. A knowledge of Russian not required. 6 s.h.

ASSISTANT PROFESSOR WINNER

SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR JENSEN, CHAIRMAN—215E SOCIAL SCIENCE BUILDING; PROFESSOR HART, DIRECTOR OF GRADUATE STUDIES—215D SOCIAL SCIENCE BUILDING; PROFESSOR THOMPSON; ASSOCIATE PROFESSORS LABARRE AND SCHETTLER; ASSISTANT PROFESSOR ROY

The Department of Sociology and Anthropology offers graduate work leading to the A.M. and Ph.D. degrees. Before undertaking advanced work in this department, a student must have completed a minimum of twelve semester hours of approved preliminary courses in the field, and twelve additional semester hours in the field or in related work. A student who is deficient in the minimum required work will be asked to take additional undergraduate courses agreed upon in conference with the Director of Graduate Studies.

Candidates for advanced degrees in sociology usually take minor work in psychology, economics, political science, education, history, or religion. Detailed requirements for the minor work, and for majors in other departments who wish to present sociology as minor work, may be obtained from the Director of Graduate Studies.

The courses planned for 1956-57 are 212, 213, 214, 215, 235, 237, 238, 245, 248, 250, 261, 271, 273, 276, 286, 288, 292, 293, 330, 340, 380, 381, 382. Either 91-92, 93 or 94, or 101 is prerequisite for all courses.

ANTHROPOLOGY

212. PRIMITIVE RELIGION.—The ethnography, the social functions and the socio-psychological meanings of religion in primitive societies. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

213. PERSONALITY AND SOCIETY.—The sociology and social psychology of human personality, its origins in the primary group, its nature and varieties and its integrations into secondary group institutions. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

214. PERSONALITY AND CULTURE.—The influence of culture patterns and social institutions upon character structure, socialization of the individual, and the dynamics of human personality. Comparative anthropological materials will be drawn upon. Prerequisite: course 213. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

215. THE AMERICAN INDIAN.—A comprehensive survey of the Indians of North and South America, including a study of origins and prehistory, archaeology, physical anthropology, languages, material culture, social and political organization, economics and religion, discussed in terms of the "culture area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

217. THE PEOPLES OF AFRICA, ASIA, AND OCEANIA.—A comprehensive survey of the non-European peoples of the Old World, covering available pre-history, archaeology, racial affiliations, languages, material culture, social and political organization, economics, and religion, discussed in terms of the "culture area" concept, and illustrated with the ethnography of a characteristic tribe from each area. 3 s.h.

ASSOCIATE PROFESSOR LABARRE

330. SEMINAR IN ANTHROPOLOGY.—A seminar for advanced students who wish to pursue individual studies in racial or cultural anthropology. 1 to 3 s.h. *each semester.*

ASSOCIATE PROFESSOR LABARRE

COMMUNITY, RACE AND CULTURE

233. RURAL SOCIOLOGY.—The sociology of the land; peasant and folk societies and cultures; patterns of rural settlement like the farm, the plantation, the ranch and others; rural personality types; the changing character of rural life; rural problems. 3 s.h. Second semester.

PROFESSOR THOMPSON

235. **URBAN SOCIOLOGY.**—A study of the city and civilization, the newspaper, the social survey, the slum and housing, neighborhoods and natural areas, urban institutions, urban problems, and city planning. 3 s.h. PROFESSOR THOMPSON

237. **COMMUNITY AND SOCIETY.**—This course seeks to provide a frame of reference for the analysis and ordering of facts pertaining to the diverse cultures of the world, the State, the world community, the Great Society, news, mass behavior, social problems, races and classes. 3 s.h. PROFESSOR THOMPSON

238. **RACE AND CULTURE.**—A study of the nature of race and of the relationships and problems of race. 3 s.h. PROFESSOR THOMPSON

262. **EDUCATION AND THE CULTURAL PROCESS.**—A study of education (1) as carried on traditionally among preliterate and folk peoples, and (2) as it becomes a problem in racially and culturally complex societies like that of the United States. 3 s.h. (w) PROFESSOR THOMPSON

340. **SEMINAR.**—Methodological problems involved in the study of race relations, urban and rural life, the South and society generally. 3 s.h. *each semester.* PROFESSOR THOMPSON

COLLECTIVE BEHAVIOR

243. **SOCIAL ATTITUDES AND COLLECTIVE BEHAVIOR.**—Study of attitudes as products of social interaction; organization of attitudes into personal behavior patterns; expression of social attitudes in social, political and industrial groups; social unrest and the behavior of crowds and mobs; analysis of social movements, strikes, revolutions, and other group organizations. 3 s.h. ASSOCIATE PROFESSOR SCHEITTLER

245. **THE SOCIOLOGY OF PERSONALITY DISORGANIZATION AND ADJUSTMENT.**—A sociological approach to the disorganization of personality with special emphasis upon the personality maladjustments resulting from different types of social situations, and the sociological techniques of personality reorganization and adjustment. 3 s.h. (w) ASSOCIATE PROFESSOR SCHEITTLER

246. **PUBLIC OPINION AND PROPAGANDA.**—Nature and development of public opinion; relation to attitudes, biases, stereotypes and controversial issues; role of leaders, pressure groups and minority groups; use of radio, press, motion picture and graphic arts; propaganda and censorship; measurements of public opinion. 3 s.h. ASSOCIATE PROFESSOR SCHEITTLER

248. **PRESSURE GROUPS AND PUBLIC RELATIONS.**—A study of the nature and activities of pressure group organizations in the fields of business, industry, politics, education, religion, patriotism, etc., that seek to influence public opinion, with special attention being given to the roles and functions of public relations counsellors and lobbyists. 3 s.h. (w) ASSOCIATE PROFESSOR SCHEITTLER

250. **MARRIAGE AND THE FAMILY.**—An analysis of contemporary marriage and family experience with emphasis on its functions, problems, resources and values. Not open to students who have received credit for Religion 170. 3 s.h. PROFESSOR HART

SOCIAL ORGANIZATION AND DISORGANIZATION

261. **PROBLEMS IN INDUSTRIAL SOCIOLOGY.**—Sociological analysis of human relations problems that confront administrators of industrial institutions and leaders in industrial community life. In this course emphasis falls on the examination of concrete case materials and the appraisal of published research with consideration of possibilities for further development of scientific procedures in the field of industrial sociology. 3 s.h. ASSISTANT PROFESSOR ROY

271. **SOCIAL PATHOLOGY.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; natural disasters, poverty, physical defectiveness, malnutrition, mental deficiency, mental disease, undirected leisure activities and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. (Not open to students who have had Sociology S274.) 3 s.h. PROFESSOR JENSEN

273. SPECIAL PROBLEMS IN SOCIAL PATHOLOGY.—Research projects in social and personal disorganization, limited to advanced students with the approval of the instructor. 1 to 3 s.h. *each semester.* PROFESSOR JENSEN

276. CRIMINOLOGY.—A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influence in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. 3 s.h. PROFESSOR JENSEN

380. SEMINAR IN APPLIED SOCIOLOGY.—Special research problems in social pathology, child welfare, criminology, and related topics. 1 to 3 s.h. *each semester.* PROFESSOR JENSEN

SOCIAL THEORY

286. SOCIAL ETHICS.—A study of sociological fundamentals underlying ethics, including the controversy between materialistic and idealistic social thinkers, the nature of personalities and of social organization, the nature of social values, types of social interaction and their effects upon general social values, underlying principles and facts of social change, and the bearings of all these upon certain social problems. 3 s.h. PROFESSOR HART

288. CONTEMPORARY PROBLEMS IN CULTURAL LAG.—An exploration of such sociological problems as social evolution, cultural lag, conflict, accommodation, leadership, and social reform, in relation to the crisis of civilization precipitated by the development of the atomic bomb and by kindred discoveries and inventions. 3 s.h. PROFESSOR HART

381. PRINCIPLES OF SOCIOLOGY.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. 3 s.h. PROFESSOR JENSEN

382. HISTORY OF SOCIOLOGICAL THEORY.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Schäffle, Lilienfeld, Gumpłowicz, Ratzenhofer, and Ward will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. 3 s.h. PROFESSOR JENSEN

METHODS OF SOCIAL RESEARCH

292. STATISTICAL TECHNIQUES IN SOCIOLOGY.—Intended for graduate students, and for undergraduates who are ready to undertake original statistical research projects. 3 s.h. *(first semester.)* PROFESSOR HART

293. SPECIAL PROBLEMS IN SOCIAL STATISTICS.—Applications of statistical techniques to specific research topics; limited to advanced students with permission of the instructor. 1 to 3 s.h. PROFESSOR HART

391. SEMINAR IN SOCIAL STATISTICS.—Special research problems in social statistics, social ethics, the family or related topics. 1 to 3 s.h. PROFESSOR HART

393. OPERATIONAL SOCIOLOGY.—A seminar for advanced students, presenting an operational philosophy of social science as a basis for research in sociology. Examples of operational procedure will be analyzed. Assigned projects will embody applications of the operational method. Prerequisite: one of the following: Sociology 292 or Economics 237-238, or Education 209, or Mathematics 124, or some other acceptable course in statistics. 3 s.h. PROFESSOR HART

RELATED COURSES IN OTHER DEPARTMENTS

Economics 215, 216, 217; Philosophy 205; Political Science 223, 224; Psychology 206.

ZOOLOGY

PROFESSOR GRAY, CHAIRMAN—217 BIOLOGY BUILDING; PROFESSOR WILBUR, DIRECTOR OF GRADUATE STUDIES—328 BIOLOGY BUILDING; PROFESSORS SCHMIDT-NIELSEN AND BOOKHOUT; ASSOCIATE PROFESSORS BAILEY, HORN, HUNTER, AND ROBERTS; ASSISTANT PROFESSORS NACE AND ODUM

To undertake study toward an advanced degree in zoology a student should have completed an undergraduate major in zoology or its equivalent. This normally amounts to twenty-four or more hours of course work distributed among various fields of zoology, and must include comparative vertebrate anatomy or vertebrate zoology, embryology, and physiology. At least a year of chemistry is required. Physics is recommended. Candidates for the doctorate will be expected to have had not less than two years of chemistry and a year of botany. For some phases of zoology, organic chemistry is essential.

Required work for the A.M. ordinarily includes 18 semester hours of advanced course work in zoology, six semester hours of course work in a minor department, and an acceptable thesis.

Candidates for the Ph.D. degree are expected to be broadly trained zoologists. The program of each candidate is determined by a committee which reviews previous training and sets specific requirements to be met. Normally the program includes one or more graduate courses in each of several fields of zoology; courses in a minor subject; wide reading in science in general and in biology in particular; research; and a dissertation based on original work. A first draft of the thesis must be submitted to the major professor by March 15 of the year in which the degree is to be conferred.

For 1956-57 the courses planned are 204, 216, 222, 238, 252, 271, 274, 276, 303, 307, 343, 351-352, 353-354, 355-356.

FOR SENIORS AND GRADUATES

204. ADVANCED PARASITOLOGY.—Lectures, conferences, readings, and laboratory work dealing with practical and theoretical problems of classification, morphology, and host relations of animal parasites. Prerequisite: Zoology 161. 4 s.h.

ASSOCIATE PROFESSOR HUNTER

216. LIMNOLOGY.—A study of lakes, streams, and ponds including their classifications, photosynthetic productivity, geochemistry, physical patterns, pollution, fisheries, and significance as microcosms. Lectures, field trips, laboratory work. Prerequisites: Chemistry 1 and 2, one year of biology. 4 s.h.

ASSISTANT PROFESSOR ODUM

222. ENTOMOLOGY.—Anatomy, physiology, embryology, and classification of insects. Prerequisite: one year of zoology. 4 s.h.

PROFESSOR GRAY

224. VERTEBRATE ZOOLOGY.—A study of the life histories, adaptations, ecology, and classification of vertebrate animals. Prerequisite: Zoology 53. 4 s.h.

PROFESSOR GRAY

238. SYSTEMATIC ZOOLOGY.—The fundamental theory and practice involved in the collection, identification and classification of animals. Prerequisite: Zoology 1 and 2. 4 s.h.

ASSOCIATE PROFESSOR BAILEY

252. COMPARATIVE PHYSIOLOGY.—The physiological mechanisms of animals studied on a comparative basis. Prerequisite: Zoology 151 or equivalent. 4 s.h.

PROFESSOR SCHMIDT-NIELSEN

253. ADVANCED VERTEBRATE MORPHOLOGY.—Lectures, reports and reading assignments in the comparative morphology of the vertebrates, with particular emphasis on theories concerning the interrelationships of vertebrates, and the origin of certain vertebrate structures. Advanced laboratory study in selected groups of vertebrates. Prerequisites: Zoology 53, 92. 4 s.h.

ASSOCIATE PROFESSOR HORN

271. CELLULAR PHYSIOLOGY.—The physiological processes of living matter approached through studies of cells. Prerequisites: two years of biology and at least one year of chemistry. 4 s.h.

PROFESSOR WILBUR

274. **INVERTEBRATE ZOOLOGY.**—A study of structure, functions, and habits of invertebrate animals under normal and experimental conditions. Field trips will be made to study, collect, and classify animals in their natural habitats. Prerequisites: Zoology 1 and 2. 4 s.h. PROFESSOR BOOKHOUT

276. **PROTOZOOLOGY.**—The morphology, physiology, taxonomy, and culture of protozoa. Prerequisites: Zoology 1 and 2. 4 s.h. PROFESSOR BOOKHOUT

278. **INVERTEBRATE EMBRYOLOGY.**—Lectures, readings and laboratory work dealing with rearing, development and life history of invertebrates. Prerequisite: Zoology 92. 4 s.h. PROFESSOR BOOKHOUT

FOR GRADUATES

303. **ECOLOGY.**—Relation of animals to environment. Lectures, readings, reports, conferences; laboratory and field work. 4 s.h. PROFESSOR GRAY

307. **FOUNDATIONS OF ZOOLOGY.**—Lectures, readings, and discussions on the background and training essential for a professional zoologist. 2 s.h. ALL MEMBERS OF THE GRADUATE STAFF

324. **ADVANCED PHYSIOLOGY.**—Recent advances in physiology. Lectures, conferences and laboratory work. Prerequisite: Zoology 252 or 271. 4 s.h. PROFESSORS SCHMIDT-NIELSEN AND WILBUR

328. **EXPERIMENTAL EMBRYOLOGY.**—Lectures, readings, reports and laboratory work. Prerequisites: Zoology 53, 92, 156, 271, or equivalent. 4 s.h. ASSISTANT PROFESSOR NACE

343. **CYTOLOGY.**—The structure of the cell. Lectures, readings, reports and laboratory work. Prerequisites: Zoology 53, 92, 156, or equivalent. 4 s.h. ASSOCIATE PROFESSOR ROBERTS

351, 352. **ZOOLOGICAL JOURNAL CLUB.**—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories, and problems. One hour a week throughout the year. No credit. ALL MEMBERS OF THE GRADUATE STAFF

353, 354. **RESEARCH.**—Students who have had proper training may carry on research under direction of members of the Staff in the following fields. Hours and credits to be arranged.

(a) **EMBRYOLOGY.** ASSISTANT PROFESSOR NACE

(b) **PHYSIOLOGY.** PROFESSORS SCHMIDT-NIELSEN AND WILBUR

(c) **HISTOLOGY, CYTOLOGY.** ASSOCIATE PROFESSOR ROBERTS

(d) **INVERTEBRATE ZOOLOGY, INVERTEBRATE HISTOLOGY AND EMBRYOLOGY.** PROFESSOR BOOKHOUT

(e) **ECOLOGY, ENTOMOLOGY, VERTEBRATE ZOOLOGY.** PROFESSOR GRAY

(f) **VERTEBRATE MORPHOLOGY AND MORPHOGENESIS.** ASSOCIATE PROFESSOR HORN

(g) **PARASITOLOGY.** ASSOCIATE PROFESSOR HUNTER

(h) **VERTEBRATE ZOOLOGY.** ASSOCIATE PROFESSOR BAILEY

(i) **LIMNOLOGY, OCEANOGRAPHY.** ASSISTANT PROFESSOR ODUM

355, 356. **SEMINAR.**—One or more seminar courses in particular fields are given each semester by various members of the staff. These will be in the fields indicated under courses 353-354 above. 2 s.h.

GRADUATE CREDIT FOR COURSES TAKEN IN THE SCHOOL OF LAW

Upon the recommendation of the Director of Graduate Studies, and upon the approval of the Dean of the Graduate School, students in the Social Sciences may take certain courses in the School of Law for graduate credit. In exceptional instances courses in the School of Law may be considered as fulfilling a student's requirements for a minor.

COURSES IN THE MEDICAL SCHOOL OPEN TO GRADUATE STUDENTS

PROFESSORS BEARD, F. BERNHEIM, CONANT, EADIE, EVERETT, HALL, HANDLER, HETHERINGTON MARKEE, D. T. SMITH, AND TAYLOR; ASSOCIATE PROFESSORS BECKER, M. L. C. BERNHEIM, DUKE, PEELE, PENROD, RUNDLES, AND SCHWERT; ASSISTANT PROFESSORS HULL AND KAMIN; VISITING LECTURER LARSH

The facilities of the several Departments of the Medical School listed below are available to qualified graduate students, already admitted to the Graduate School, for independent or supervised research and investigation, whether or not they are working toward advanced degrees.

Graduate students wishing to pursue a major or minor in any of the following departments, or to enroll in any of the courses listed below, should consult or write the appropriate Director of Graduate Studies: Anatomy, Professor J. E. Markee; Microbiology, including Mycology, Parasitology and Hematology, Professor N. F. Conant; Biochemistry and Nutrition, Professor Philip Handler; Physiology and Pharmacology, Professor F. G. Hall.

Because of the special schedules maintained in the Medical School, graduate students should write the Director of Graduate Studies of the department in which they are interested to ascertain the precise dates when courses are offered.

ANATOMY

Completion of training equivalent to that required of an undergraduate majoring in biology or zoology is prerequisite for these courses in human anatomy.

M201. GROSS HUMAN ANATOMY.—A course especially designed for graduate students, comprising a complete dissection of the cadaver. The laboratory work is supplemented by conferences which place emphasis on the biological aspects of the subject. Oct.-Feb. Hours and credits (maximum 8 s.h.) by arrangement. Prerequisite: adequate training in comparative anatomy and embryology.

PROFESSORS MARKEE AND EVERETT; ASSOCIATE PROFESSORS BECKER AND DUKE

M202. MICROSCOPIC ANATOMY.—Conferences and laboratory work on the morphological characteristics of the tissues of the animal body. The work is based upon a study of fresh and prepared material and is approached from the physiological viewpoint. Oct.-Feb. Hours and credits (maximum 3 s.h.) by arrangement. Prerequisite: adequate training in histology or cytology.

PROFESSORS MARKEE, HETHERINGTON, AND EVERETT; ASSOCIATE PROFESSORS BECKER AND DUKE

M203. ANATOMY OF THE NERVOUS SYSTEM.—A study of the gross and microscopic structure of the human central nervous system, special attention being paid to the structural and functional relationships between the various nuclei and fiber tracts. Oct.-Feb. Hours and credits (maximum 4 s.h.) by arrangement. Prerequisite: Anatomy M201.

PROFESSORS MARKEE AND EVERETT; ASSOCIATE PROFESSORS PEELE, BECKER, AND DUKE

M204. NEUROANATOMICAL BASIS OF BEHAVIOR.—A study of the gross and microscopic anatomy of the nervous system with emphasis on the structural and functional relationships between tracts, nuclei, and cortical areas. Insofar as possible the result of deficit in a system or systems will be demonstrated by

motion picture aids, and the mechanisms involved will be reviewed and discussed. Restricted to graduate students with the equivalent of a major in psychology. 3 s.h.

PROFESSOR HETHERINGTON

M312. RESEARCH.—Individual investigations in the various fields of anatomy. Credits to be arranged.

PROFESSORS MARKEE, EVERETT, HETHERINGTON;
ASSOCIATE PROFESSORS PEELE, DUKE, AND BECKER

BIOCHEMISTRY AND NUTRITION

The program of graduate studies in biochemistry is designed primarily for Ph.D. candidates who intend to pursue a research career in this field. Candidates for the A.M. degree only are not encouraged to apply for admission and are accepted only under exceptional conditions. Preference is given to students who have completed one year of graduate work in chemistry, physics, or biology at Duke University or at some other approved institution. As preparation for courses in advanced chemistry, the student must have completed college courses in analytical geometry and elementary calculus. He also must have had adequate preparation for the reading examination in French and German, which is required of candidates for the Ph.D. degree.

M241. GENERAL BIOCHEMISTRY AND NUTRITION.—Three lectures, four laboratory periods of three hours each, one two-hour seminar weekly for eighteen weeks. Prerequisites: general chemistry, organic chemistry, physical and analytical chemistry, and at least one year of college biology. Feb.-June. 8 s.h.; without laboratory work, 3 s.h.

PROFESSORS HANDLER AND TAYLOR; ASSOCIATE PROFESSORS
M. L. C. BERNHEIM, SCHWERT; ASSISTANT
PROFESSOR KAMIN; DR. BYRNE

M243-244. GENERAL BIOCHEMISTRY.—An introductory but intensive course in the broader aspects of biochemistry. Topics stressed include the chemistry of naturally occurring materials, nature of enzyme action, intermediary metabolism and chemical aspects of the specialized behavior of mammals, plants and micro-organisms. Prerequisites: organic chemistry and at least one year of college biology. 6 s.h.

PROFESSOR HANDLER; ASSOCIATE PROFESSOR
SCHWERT; ASSISTANT PROFESSOR
KAMIN; DR. BYRNE

M343-344. BIOCHEMISTRY OF PROTEINS AND ENZYMES.—A lecture and seminar course devoted to the chemical, physical and biological properties of proteins and enzymes. In the first semester, general aspects of protein chemistry will be considered; in the second semester specific proteins and enzyme systems will be reviewed. 4 s.h.

ASSOCIATE PROFESSOR SCHWERT

M345-346. SEMINAR.—Required of all graduate students majoring in biochemistry, one hour per week. 2 s.h.

PROFESSORS HANDLER AND TAYLOR; ASSOCIATE PROFESSORS
M. L. C. BERNHEIM AND SCHWERT;
ASSISTANT PROFESSOR KAMIN

M347-348. BIOCHEMICAL RESEARCH.—A laboratory course in which the students are introduced to specialized concepts and methods currently employed in biochemical research. This will be accomplished by rotating assignment of the students to the various special laboratories of the department. Prerequisite: Biochemistry M241 or its equivalent. 2, 3, or 4 s.h.

PROFESSOR HANDLER; ASSOCIATE PROFESSOR
SCHWERT; DR. BYRNE

M349-350. INTERMEDIARY METABOLISM.—A seminar course devoted to a study of the detailed mechanisms of carbohydrate, fat and protein metabolism. Given alternately with Biochemistry M351-352. Prerequisite: Biochemistry M241 or M243-44 or their equivalent. 4 s.h.

PROFESSOR HANDLER

M351. NUTRITION.—A seminar course in which the chemical and physiological behavior of essential nutritiona: factors is considered, as well as the nature of deficiency states. Prerequisite: Biochemistry M241 or its equivalent. Given alternately with Biochemistry M349-350. 2 s.h.

PROFESSOR HANDLER

M354. BIOCHEMISTRY OF DISEASE.—A lecture and seminar course in the biochemical aspects of the pathogenesis, diagnosis, and therapy of diseases of metabolism. 2 s.h. PROFESSOR HANDLER

M245. LABORATORY METHODS IN BIOCHEMISTRY.—A laboratory course emphasizing the procedures and instruments of biochemical research. Each technic is employed in the course of a classical experiment demonstrating an important biochemical finding. Prerequisite: Biochemistry M243-44 or their equivalent. 2 s.h. PROFESSORS HANDLER AND TAYLOR; ASSOCIATE PROFESSORS M. L. C. BERNHEIM AND SCHWERT; ASSISTANT PROFESSOR KAMIN

MICROBIOLOGY

M221. BACTERIOLOGY AND IMMUNOLOGY.—This course is devoted primarily to the study of the biological and immunological relationships of microorganisms (bacteria, fungi, Rickettsia, and viruses) in disease. It is not a course in bacteriologic technique. An additional course in technical methods is provided for those who require it. Five lectures, two 1-hour conferences and three laboratory periods of 3 hours each weekly, in fall quarter. Prerequisites: courses in general zoology, general botany, histology and comparative anatomy, general and organic chemistry. 6 s.h.

PROFESSORS D. T. SMITH, CONANT; ASSISTANT PROFESSOR POPE

M323. ADVANCED BACTERIOLOGY AND IMMUNOLOGY.—This course is intended primarily for graduate students majoring in bacteriology, but it is also available as a minor to other graduate students in related fields, to whom it is recommended by respective supervising committees and with the approval of the Department of Bacteriology. Prerequisites: Bacteriology and Immunology, M221. 8 s.h. PROFESSOR D. T. SMITH

M324. RESEARCH SEMINAR ON VIRUSES.—Limited to advanced students. 2 s.h. per semester. PROFESSOR BEARD

M325. MEDICAL MYCOLOGY.—This course is intended to familiarize the graduate student majoring in mycology with the fungi causing disease in man and animals. The course includes practical laboratory work with materials from patients in Duke Hospital and those sent to the Duke Fungus Registry from outside sources. Prerequisites: A.M. in botany with major in mycology and M221. Course limited to four students each year. 8 s.h. PROFESSOR CONANT

HEMATOLOGY

M211. Three lectures and three laboratory periods of 3 hours each, weekly, for eleven weeks in the spring quarter. Prerequisites: courses in general zoology, general botany, histology and comparative anatomy. 4 s.h. ASSOCIATE PROFESSOR RUNDLES

MEDICAL PARASITOLOGY

M291. MEDICAL PARASITOLOGY.—One lecture and one three-hour laboratory period per week for eleven weeks during the fall quarter. Prerequisites: courses in Zoology 204, general botany, histology and comparative anatomy. 1 s.h. PROFESSOR CONANT; VISITING LECTURER LARSH

PHYSIOLOGY AND PHARMACOLOGY

M261-262. HUMAN PHYSIOLOGY.—Six lectures and twenty laboratory hours per week. Prerequisites: Anatomy M201 and Biochemistry M241 (or equivalents) and at least one year of college physics. Feb.-June. Credits depending on work taken. (Maximum 8 s.h.) PROFESSOR HALL AND ALL MEMBERS OF THE GRADUATE STAFF

M365. RESPIRATION AND AERO-PHYSIOLOGY.—A study of the fundamental respiratory processes in living organisms, and of the special physiological responses and adjustments of the individual during high altitude flight. Lectures, conferences, laboratory. Prerequisites: M261-262 or equivalent. 4 s.h. PROFESSOR HALL

M369. PHARMACOLOGY. MODE OF ACTION OF DRUGS.—Studies and discussions of the pharmacological action of drugs in terms of biochemical and physiological processes. Lectures, conferences, and laboratory. Prerequisites: M261-262 or equivalent. 4 s.h. PROFESSOR F. BERNHEIM

M370. SEMINAR.—A weekly meeting of graduate students and staff in which papers reviewing classical and current physiological literature are reported. Required of all graduate students who are candidates for the A.M. or Ph.D. degree. 2 s.h. PROFESSORS HALL AND BERNHEIM; ASSOCIATE PROFESSOR PENROD; AND ASSISTANT PROFESSOR HULL

M372. RESEARCH.—Individual investigations in the various fields of physiology. Credits to be arranged. PROFESSORS HALL AND BERNHEIM; ASSOCIATE PROFESSOR PENROD; AND ASSISTANT PROFESSOR HULL

THE DIVINITY SCHOOL

Fall Semester begins September 20, 1956

Spring Semester begins January 30, 1957

General Information



HISTORICAL STATEMENT

THE Indenture of Trust signed on December 11, 1924, by Mr. James B. Duke, which established Duke University, mentioned first among its objects the training of ministers of the Gospel. The Divinity School was, accordingly, the first of the graduate professional schools to be organized. Its work began with the year 1926-27, the formal opening exercises being held on November 9, 1926.

The Reverend Doctor Edmund Davison Soper was the first dean of the Divinity School. He resigned in 1928 to become President of Ohio Wesleyan University, and was succeeded by the Reverend Doctor Elbert Russell, and the latter in turn in 1941 by the Reverend Doctor Paul Neff Garber. In 1944, Dean Garber was elected to the episcopacy of the Methodist Church, and Doctor Harvie Branscomb assumed the duties of the dean's office. In 1946, Dean Branscomb became Chancellor of Vanderbilt University, and in 1947 the Reverend Doctor Paul E. Root was elected dean but died before he could assume the office. The Reverend Doctor Harold A. Bosley became dean in 1947 and resigned in 1950 to become the pastor of the First Methodist Church, Evanston, Ill. The Reverend Doctor James Cannon was appointed Dean of the Divinity School March 1, 1951.

THE PURPOSE OF THE DIVINITY SCHOOL

The primary purpose of the Divinity School is to provide training for individuals planning to enter the Christian ministry. This includes not only prospective ministers in local churches, but also those preparing themselves to be missionaries at home and abroad, Directors of Christian Education, teachers of religion, chaplains, and social workers. Vital to all of these forms of service is a full understanding of the beginnings, content, and history of the Christian faith and its special pertinence for the spiritual needs of the modern world. Studies of a broad and thorough character directed toward such an understanding constitute the center of the curriculum of the Divinity School and are regarded as the basic training for all prospective Christian workers. Specific training in the skills required of local ministers and of leaders in the work of Christian Education are also provided. As funds become available for the purpose and as needs appear, additional training in specialized skills and areas of knowledge will be added to the curriculum.

Bound by ties of history and obligation to the Methodist Church, the Divinity School is ecumenical in its interests and outlook. Its faculty is limited to no one denomination, but draws upon the resources of them all. Students of the several denominations are admitted on the same basis. The Divinity School conceives its task to be one of broad service to the Church in all of its forms.

THE RELATION OF THE DIVINITY SCHOOL TO DUKE UNIVERSITY

The Divinity School is an integral unit of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the University Chapel give Divinity School students an opportunity to hear each year a number of leading ministers of the country. The University Libraries make easily accessible a rich collection of 1,225,000 volumes. Selected courses in the Graduate School of Arts and Sciences and in the professional schools are open to Divinity School students without payment of additional fees. The general cultural and recreational resources of the University are available to them on the same basis as to other students.

LIBRARY RESOURCES

Detailed information concerning the resources of the Divinity School Library, religious and social life, and public lectures is given in the *Bulletin of the Divinity School*.

COURSES OF STUDY OFFERED BY THE DIVINITY SCHOOL

The Divinity School offers two courses of study. The basic course is that which leads to the degree of Bachelor of Divinity. This is a three-year course and is recommended to all those preparing themselves for the work of the regular pastoral ministry. Students who hold pastoral charges, or other remunerative work requiring any substantial time apart from their studies, may carry only reduced schedules of work, and, in most cases, unless work is taken in the Duke University Summer Session, will spend four years in completion of the requirements for the B.D. degree.

The Divinity School offers also a course of study leading to the degree of Master of Religious Education. This course is designed for individuals who wish to become directors or to take other specialized positions in the work of Christian Education. The course does not provide a general preparation for the work of the regular ministry and cannot serve as a substitute for it. No exchange of credits between the two courses is permitted, nor can departmental courses taken be credited toward more than one degree. Only a limited number of candidates for the Master of Religious Education degree will be accepted annually.

COURSES OF STUDY IN RELIGION OFFERED BY THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Students who desire to pursue work in religion beyond that for the Bachelor of Divinity degree should register in the Graduate School of Arts and Sciences, through which the degrees of Master of Arts and Doctor of Philosophy in Religion may be obtained. This advanced work is administered through the Department of Religion of the Graduate School and is available to qualified persons of all denominations on an equal basis. Study and research may be pursued in three fields: (1) Biblical Studies; (2) Studies in Church History; and (3) Studies in Christian Thought. A list of courses approved by the Graduate Faculty for work in these fields, together with general requirements for admission to the Graduate School, may be found in the *Bulletin of the Graduate School*. This Bulletin is available on application to the Dean of the Graduate School of Arts and Sciences, Duke University.

A limited number of University Scholarships and Fellowships, among which are four Gurney Harriss Kearns Fellowships of \$1,600 each, may be obtained by exceptionally qualified students. Applications for these must be submitted to the Dean of the Graduate School on University forms not later than March 1 of each year.

Inquiries concerning specific requirements of the Department of Religion in the Graduate School should be addressed to Professor H. Shelton Smith, Director of Graduate Studies in Religion.

DEMPSTER GRADUATE FELLOWSHIPS

The Methodist Board of Education offers each year a number of Dempster Graduate Fellowships for graduates of Methodist Theological Schools, who are engaged in programs of study leading to the degree of Doctor of Philosophy in Religion with a view to teaching in Methodist colleges and seminaries. Several Divinity School graduates have held these fellowships.

FACILITIES FOR ADVANCED STUDY IN THE AMERICAN SCHOOLS OF ORIENTAL RESEARCH

The Divinity School of Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students in the Divinity School have the privilege of attending the American School in Jerusalem or the one in Bagdad without charge for tuition. They may also compete for the financial aids which are offered annually by the Schools. These consist of four fellowships, the stipends depending upon available funds.

DIVINITY SCHOOL SEMINARS

The Divinity School, under provision of the James A. Gray fund, conducts each year two extension seminars providing two-day study courses for ministers. In 1955-56 seminars were conducted at the Main Street Methodist Church, Gastonia, N. C. and the Edenton Street Methodist Church, Raleigh, N. C. Lecturers were Dr. Clarence Seidenspinner, Dr. James T. Cleland, and Dr. John J. Rudin II.

SCHOOL FOR APPROVED SUPPLY PASTORS

In cooperation with the Department of In-Service Training of the Board of Education and the Southeastern Jurisdictional Conference of the Methodist Church, the Divinity School conducts a School for Approved Supply Pastors of the Methodist Church. The school for 1956 is scheduled for July 17-August 10.

STUDENT GOVERNMENT ASSOCIATION

Each student of the Divinity School upon enrollment becomes a member of the Student Government Association. Four officers are elected by the student body annually in April to serve for the following year. These officers, the President, Vice-President, Secretary, and Treasurer, along with the Dean of the Divinity School, serve as the Executive Committee, and the committee chairmen constitute the Student Council, which meets in monthly session to review and coordinate the programs of the several committees. It is desired that all students contribute to the corporate life of the School through active participation in the work of the committees. The Association operates on the basis of a unified budget, each student contributing to its support dues in the amount of \$5.00 per year, payable at the time of fall registration; \$2.50 at spring registration for students who enter at that time.

STUDENT PUBLICATIONS

The Divinity School student body sponsors and publishes a pictorial yearbook, *The Circuit Rider*, and a literary publication, *Encounter*.

Admission and Requirements for Degrees



Requirements for Admission

THE Divinity School is a fully accredited member of the American Association of Theological Schools, and is one of the ten accredited seminaries of the Methodist Church. Candidates for admission must hold the degree of A.B., or its equivalent, based upon four years of work beyond secondary education, in a college which is approved by one of the regional accrediting bodies, and their college records must be such as to indicate their ability to carry on graduate professional studies. They will be admitted without examination on presentation of an official, satisfactory transcript of college and all other academic credits which they may have secured. Recommendations from three responsible persons are required. Women will be admitted on the same basis as men.

Applications may be rejected where transcripts show a considerable number of low grades even though the applicant may have eventually received a degree based upon a bare "C" average, especially where the applicant has required longer than the normal eight semesters of college work. Papers filed with applications are not returned.

It is desirable that each applicant for admission show a "B" average in his college work. An average of less than "C+" is not normally considered sufficient for admission.

The applications of students from foreign countries will be considered, each on its own merits, the general principle being that a training equivalent to that of a baccalaureate degree from an accredited American college must have been secured.

Because of the necessity of limiting admission of full three-year applicants, the Divinity School does not accept transfer students from other theological schools.

In addition to an adequate academic preparation, applicants must satisfy the Faculty as to their Christian character and purpose. A formal application blank may be secured from the office of the Divinity School. This must be filled out and returned by all candidates for admission. Application for admission should be made as soon as possible after the beginning of the applicant's last semester of college work. Applications received after April 1 cannot be assured of admis-

sion, financial aid or dormitory rooms for the ensuing academic year. A minimum of thirty days is required to process any application.

All persons admitted to the Divinity School are required to report to the Student Health Service, Duke Hospital, for physical examination on days and at hours specified at the time of matriculation. No admission is final until approved by the Student Health Service, which may require submission of a health certificate prior to arrival of prospective students. Applicants are also required to take certain tests administered by the Bureau of Testing and Guidance.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission and must be formally re-admitted. A student who withdraws from the Divinity School and desires to return at a later date must file with the Dean a written request for a leave of absence.

The number of applications for admission to the School is considerably larger than the number of vacancies. In view of this fact, applicants are required on notification of admission to signify their acceptance within two weeks, and to pay an admission fee of \$15.00. (Make check payable to Treasurer of Duke University and send to the Office of the Dean of the Divinity School.) This fee is applied to the regular first-term bill if the student matriculates; if he fails to do so, the fee is forfeited. This does not apply to the Summer Session.

Under the terms of the Selective Service Act, as it now stands, pre-enrollment for later formal admission may be granted to persons who meet the Divinity School standards and requirements for admission. Applications for pre-enrollment may be addressed to the Office of the Dean. Pre-enrolled students must send transcripts of each year's college work by June 15th of each year in which they are pre-enrolled. *Pre-enrollment does not guarantee final admission*, and a person who has been pre-enrolled for any length of time must send a transcript of work by March 1 of the year in which admission is sought for the ensuing academic year. This must be accompanied by a letter from the college dean or other approved reference certifying to continued academic acceptability, good character and conduct. The admission fee of \$15.00 is due within two weeks of receipt of notice of final admission.

Not over 30 semester hours of Summer Session work may be credited toward the degree of Bachelor of Divinity.

In view of the fact that enrollment must be limited, persons who have already received the B.D. degree from Duke or elsewhere will not be admitted to the Divinity School except as special students in the Summer Session.

By special permission a student who has begun his work in the Divinity School as a candidate for the B.D. degree may be given credit for not more than 30 semester hours of work taken in another seminary

on the approved list of the American Association of Theological Schools. Except in unusual cases, request for such credits must be approved prior to the beginning of work at the other institution. In every such case, however, the final 15 hours of class credit presented for graduation must be done at Duke and must include satisfactory completion of one of the Senior Seminars. No such student will be relieved of any of the requirements for graduation specified in the catalogue of the Divinity School.

Unless all the work offered for the B.D. degree is completed within a period of nine years from the date of beginning, the student will be required to make formal application for re-admission and re-evaluation of his credits in the light of the then-existing curriculum of the Divinity School. Except in unusual cases, work of a fragmentary character taken over a long period of years, or work taken many years before a student is admitted to the Divinity School, will not be accepted for credit toward the B.D. degree.

ADMISSION ON PROBATION

1. Applicants for admission who are graduates of non-accredited colleges will be considered on their merits, but only a few who give evidence of special promise will be admitted. Specifically, such applicants must show that they have attained a superior average (not less than "B") for a four-year college course.

Admission of such persons will, in every case, be *on probation*.

2. Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may also be admitted *on probation* if their recommendations justify consideration.

Probation means:

a. Students who, during the first year of Divinity School work (thirty semester hours), maintain a consistently low average, including one or more failures, will be required to withdraw from the school.

b. Students admitted on probation may carry only limited schedules of work, the amount to be determined by the Dean.

c. In the case of a student admitted on probation, no credit will be granted for any course in which, during the first year's work (thirty semester hours), a grade of less than "C" is recorded, unless the student's entire average in the year during which a "D" grade is received is "C" or better.

d. When the student has been admitted on probation, and is subsequently found to be deficient in the essential requisites of any given area of the "Pre-Seminary Curriculum" (see next section of catalogue), the Divinity School Faculty reserves the right to direct that the student make up such deficiencies by additional courses of study taken in other

schools of Duke University in order to qualify for either the B.D. or M.R.E. degree, but without credit for such courses toward those degrees.

Students whose work after admission is not satisfactory may be placed on probation for one or more semesters and may be denied credit for courses in which "D" grades are recorded.

PRE-SEMINARY CURRICULUM

The Divinity School, in substantial agreement with the standards of the American Association of Theological Schools, recommends that prospective candidates for admission keep in mind the desirability of including the following in their undergraduate curriculum:

It is suggested that a student should acquire a total of 90 semester hours or complete approximately three-fourths of his college work in the areas listed below. No work done towards a first college degree may be used toward a Divinity School degree.

<i>Basal Fields</i>	<i>Semester</i>	<i>Sem. Hours</i>
English	6	12-16
Literature, composition and speech		
Philosophy	3	6-12
At least two of the following:		
Introduction to philosophy, history of philosophy, ethics, logic.		
Bible or Religion	2	4-6
History	3	6-12
Psychology	1	2-3
A foreign language	4	12-16
Greek, Latin, and German are especially recommended.		
Natural sciences	2	4-6
Physical or biological		
Social sciences	2	4-6
At least two of the following:		
Economics, sociology, government or political science, social psychology, education.		

Concentration of work, or "majoring," is a common practice in colleges. For such concentration or major, a constructive sequence based upon any one, two, or three of the above fields of study would lead up naturally to a theological course.

Of the various possible areas of concentration, where areas of concentration are required, a major in English, philosophy, or history is regarded to be the most desirable.

Requirements for the Degree of Bachelor of Divinity

The requirements for graduation stated in this catalogue apply to all students who entered the Divinity School after June 1, 1954. Students who entered prior to that time may graduate under the new plan or under the curriculum which was in force at the time of their original entrance.

The requirements for the degree of Bachelor of Divinity fall into six categories as follows:

I. Required Courses, to be taken by all candidates for the degree.

11. Introduction to the Old Testament I 3 s.h.

12. Introduction to the Old Testament II

13. History of the Church through the Protestant Reformation	4 s.h.
17. Effective Speaking	2 s.h.
18. Early Christian Life and Literature	3 s.h.
19. Introduction to New Testament Theology	3 s.h.
20. Introduction to Christian Theology	4 s.h.
29-30. Sermon Construction—Theory and Practice	4 s.h.

II. Limited-Elective Courses.

These may be used also as free electives after the limited-elective requirements have been met, and for Vocational Group requirements.

1. Two of the following three courses required:

22. The Philosophy of Christian Education	3 s.h.
27. Christian Ethics I	3 s.h.
31. Introduction to Philosophy of Religion (or 121)	3 s.h.
2. Two of the following three courses required:

14. History of the Modern Church	2 s.h.
21. Introduction to the History of Christian Doctrine	2 s.h.
28. Movements in American Protestant Thought	3 s.h.
3. Three of the following four courses required (Students will note special requirements of each Vocational Group):

23. Church Administration I	2 s.h.
24. Philosophy of the Christian World Mission	2 s.h.
25. Educational Theory and Practice in the Church	2 s.h.
26. Introduction to Pastoral Care	2 s.h.

III. Vocational Groups.

Each student, not later than the end of the middle year, will choose one of the five Vocational Groups listed on Page 20 and will meet the vocational requirements of the group chosen.

IV. Senior Seminars.

Each student will elect one of the Senior Seminars listed on Page 35.

V. Free Electives.

The student will choose a sufficient number of courses to make up the total of 90 semester hours required for graduation. Language courses count as free electives.

VI. English Bible. Demonstration of a detailed knowledge of the contents of the narrative portions of the English Bible. Examinations for this purpose in Old and New Testament are given each spring. (See Calendar for exact dates.)

Students who show deficiencies in English will be required to take special training in addition to meeting the other requirements for the degree. A degree may be withheld on the grounds of English deficiency only.

ADMINISTERING THE CURRICULUM

For the administration of the curriculum the following regulations have been adopted:

Full-time students must take the required courses as specified for

the respective semesters, and are advised to choose the limited-electives as suggested for each semester.

Since the four and one-half day schedule and the free week-ends have been planned with special reference to the needs of students holding pastoral charges, such students are permitted, but not required, to carry the total of the hours of the required work and limited-electives as suggested for each of the first four semesters, but the total hours may not exceed thirteen without special permission of the Dean. The amount of work in the remaining semesters will be governed by the same principle. A student who does not do creditable work will be required to reduce his schedule. The schedules of all students are subject to the approval of the Dean, but any reduction below eleven hours must be approved by the Dean.

The status of "special student" may not be granted simply to permit avoidance of the schedule of required courses. Every request for this classification will be carefully investigated and approval voted in each case by the Curriculum Committee in the cases of students already admitted to the Divinity School, and by the Admissions Committee in the case of applicants for admission as "special students."

A fee of \$10.00 is charged for auditing any course except where a student is already paying regular University fees. Permission to audit requires the approval of the Dean and the instructor concerned.

Students working under or assisted by the Duke Endowment, or by Divinity School funds, are required to take one of the Field Work seminars. This work will be taken in the second semester of the first year.

For a student taking both Greek and Hebrew, the Greek may be continued in the second year by postponing one or both of the required courses in Old and New Testament. In such cases, the Hebrew will be the free elective in that year.

A part-time student who desires to begin the study of Greek in the first year may postpone the required course in Old or New Testament.

Suitable entry will be made on the permanent record of any student who is granted permission to deviate from the requirements in the matter of language.

It is the responsibility of each student to see that he meets all requirements for graduation, and to take his courses in proper sequence. He is also responsible for seeing that any special permission granted him to deviate from the normal program is properly recorded in his personal file. Members of the Faculty have no authority to grant deviations unless these are stated in a letter from the instructor in question to the Dean and approved by him; these to be added to the student's permanent record.

Students who are reported by the treasurer's office as delinquent in their accounts will be debarred from credit in courses until cleared

by the treasurer's office. Transcripts will not be issued for delinquent students.

GRADING SYSTEM

The grading system of the Divinity School employs the letters A, B, C, D, and F, which have been defined as follows: A = Excellent; B = Good; C = Acceptable; D = Poor; F = Failure; WP = Withdrew Passing; WF = Withdrew Failing; and Inc. = Incomplete; P, Passed (satisfactory work in Field Work or M.R.E. Project). (See below.) No percentage equivalents are stated. A student is expected to maintain an average of C.

The Faculty has voted that in the average course of considerable size, especially required and limited-elective courses, the total of A and B grades should normally not run above $33\frac{1}{3}\%$. In all courses where the instructor considers attendance a necessary part of the work of the course, a student may not receive a grade of over C if his absences total 12% of the regular class periods, and if the absences total 24% of the class periods he may not receive credit for the course.

Grades of Incomplete received at the end of the fall semester must be removed by the completion of the work of the course not later than March 15. Grades of Incomplete received at the end of the spring semester must be removed by October 1. If the work of the course is not completed by these dates, the grades shall be recorded as "F."

No student shall be permitted to drop a course after the expiration of one-third of the period of instruction of the course without incurring failure, except for causes adjudged by the Dean to be beyond the student's control.

Requirements for the Degree of Master of Religious Education

The course of study leading to this degree is designed for individuals desiring to engage in various forms of Christian Education.

Candidates for this degree must hold the degree of A.B. (or its equivalent), based upon four years of work beyond secondary education, in a college which is approved by one of the regional accrediting bodies, and with academic and personal records which afford promise of competence in this area of service. The course of study will be especially useful for individuals who have had one or more years of experience in Christian Education and desire further training. Candidates for this degree will be limited in number, and individuals interested are urged to apply for admission well in advance of the opening of the academic year. All work offered for this degree, whether in

the regular year or in summer sessions, must be completed within a period of six years from the date of beginning.

An applicant must show a college average of not less than C plus.

PREREQUISITES

Three of the following five prerequisite studies must have been taken by the candidate prior to his admission to the Divinity School or must be secured, without credit toward the M.R.E. degree, after being admitted:

General Psychology	3 s.h.
Sociology	3 s.h.
Education	3 s.h.
Philosophy	3 s.h.
Religion	3 s.h.

GENERAL REQUIREMENTS

Sixty semester hours of graduate-professional work are required for graduation. Not more than twelve semester hours of this work may be taken in approved summer sessions. Because of the necessity of limiting admission of full-time two-year applicants, the Divinity School does not accept transfer students from other institutions.

No credits are allowed for undergraduate courses. However, in approving plans of study leading to this degree, consideration will be given to earlier work taken in the fields of Biblical studies and Christian Education provided such courses were taken in the Junior and Senior years in accredited four-year colleges. Also where candidates for the degree have been engaged professionally as Directors of Christian Education for not less than twelve months prior to entering the Divinity School the amount of Field Work may, upon recommendation of the Director of the M.R.E. program and the approval of the Dean, be reduced to not less than six hours of Project or Directed Field Work during the period required for completing requirements for the degree.

A student who secures credit for 15 semester hours each semester will be in line for graduation at the end of two academic years. The amount of work allowed in each semester may not exceed that permitted in the B.D. curriculum.

COURSE REQUIREMENTS

(Not to include any courses numbered above 199, except in Biblical Studies.)

Not less than six semester hours of Divinity School work in Biblical Studies (including both Old and New Testaments) for all M.R.E.

candidates, and up to twelve semester hours of such work for candidates adjudged to be insufficiently prepared in Biblical Studies.

Not less than nine nor more than fifteen semester hours in the field of Christian Education, to be distributed as follows: not less than six nor more than twelve semester hours in courses in the practical aspects of Christian Education, and not less than three in the psychological and philosophical aspects of Christian Education.

Not less than four nor more than seven semester hours, taken in two fields, chosen from the offerings in Christian Theology, Christian Ethics, and American Religious Thought.

Not less than four nor more than seven semester hours, taken in two fields, chosen from the offerings in Church History, Historical Theology, and Philosophy of Religion.

Not less than four nor more than five semester hours, taken in two fields, chosen from the offerings in Missions, Church Administration, and Pastoral Care.

Not less than two nor more than three semester hours, taken in one field, chosen from the offerings in Speech, Public Worship, and Church Music.

Project or Directed Field Work: Not less than six nor more than twelve semester hours.

Free electives in sufficient amount to complete sixty hours for graduation will be taken, if necessary.

Senior Seminars: The Senior Seminars of the B.D. curriculum are open to M.R.E. candidates only in the second year, by special permission of the Dean.

Conduct and Ministerial Acceptability

All students are admitted subject to the rules of the University and of the Divinity School, and continuance in the School is conditioned upon the observance of such rules.

The University expects of its students loyal and hearty cooperation in maintaining high standards of conduct as well as of scholarship. The University, therefore, reserves the right, and matriculation by the student is a concession of this right, to compel the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge is made against the student.

Divinity School students whose progress and development show that they are not suited to the work of the ministry will not be permitted to continue in the School.

Courses of Instruction*



REQUIRED courses, Limited-Electives, and Senior Seminars are numbered from 11 to 99. Elective courses carrying credit in the Divinity School only are numbered from 101 to 199. Courses approved for credit in both the Divinity School and the Graduate School of Arts and Sciences are numbered above 200. Lists of courses to be offered in any semester will be available at the time of each registration.

I. Biblical Studies

OLD TESTAMENT

11. INTRODUCTION TO THE OLD TESTAMENT I.—The origin, literary forms, and contents of the books of the Old Testament in their geographical and historical setting to the Exile. 3 s.h. MR. STINESPRING

12. INTRODUCTION TO THE OLD TESTAMENT II.—The Post-Exilic period with special reference to Psalms, wisdom literature, and the problem of theodicy. 3 s.h. MR. BROWNLEE

101. POST-EXILIC PROPHECY.—A study of the Post-Exilic prophets from Ezekiel to Daniel, with special reference to Messianic prophecy. 2 s.h. MR. BROWNLEE

196. THE BIBLE AND RECENT DISCOVERIES.—A survey of the contribution of the cultural setting of the Bible as an aid to its understanding. Illustrated with archaeological slides. 3 s.h. MR. BROWNLEE

197. CULTURAL HISTORY OF PALESTINE.—A study of significant contributions to civilization made in ancient, medieval, and modern Palestine with special reference to the three religions, Judaism, Christianity, and Islam. 3 s.h. MR. STINESPRING

201-202. FIRST HEBREW.—The principles and structure of the Hebrew language with translation of selected Old Testament narratives. 6 s.h. MR. STINESPRING

207-208. SECOND HEBREW.—II Samuel the first semester and the Qumran Isaiah Scroll the second. 6 s.h. MR. BROWNLEE

301. THE RELIGIOUS THOUGHT OF POST-EXILIC JUDAISM.—A study of the development of religious ideas in Post-Exilic Judaism. Prerequisite: O.T. 11. 3 s.h. MR. BROWNLEE

304. ARAMAIC.—A study of the Aramaic portions of the Old Testament, and selected passages from the Targums, Midrashes, and Talmuds. 3 s.h. MR. STINESPRING

305. THIRD HEBREW.—A study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. 3 s.h. MR. STINESPRING

* On approval of the Dean, courses offered in the Graduate School of Arts and Sciences other than those approved for credit in the Divinity School may be approved for credit in individual cases, provided no equivalent course is offered in the Divinity School; each case to be decided on its merits.

306. ADVANCED HEBREW.—A course on the Dead Sea Scrolls. 3 s.h.

MR. BROWNLEE

307. SYRIAC.—A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic prerequisite. 3 s.h.

MR. STINESPRING

309. HISTORY OF THE ANCIENT NEAR EAST.—A specialized study of the civilizations of Egypt, Palestine, Syria, and Mesopotamia in the light of Biblical archaeology. 3 s.h.

MR. STINESPRING

310. OLD TESTAMENT PROPHECY.—The prophetic movement in Israel with special emphasis on the prophets of the eighth century B.C. Prerequisite: O.T. 11 and O. T. 12. 3 s.h.

MR. STINESPRING

SEE ALSO Pr. 183.

*HISTORY OF ART 215. RELIGIOUS ART OF THE ANCIENT NEAR EAST.—The development of art, particularly architecture and sculpture, as the material expression of religious ideas in Egypt, Mesopotamia, and in part Syria and Palestine to the Persian conquest. 3 s.h.

MR. MARKMAN

*HISTORY OF ART 216. RELIGIOUS ART OF THE CLASSICAL WORLD.—The religious art, particularly architecture and sculpture, of Greece and Rome with special emphasis on the monuments in the Near East. 3 s.h.

MR. MARKMAN

NEW TESTAMENT

18. EARLY CHRISTIAN LIFE AND LITERATURE.—A basic study of the civilization in which Christianity began; the origin and development of the Christian Church and its literature through the second century. 3 s.h.

MR. CLARK

19. INTRODUCTION TO NEW TESTAMENT THEOLOGY.—A constructive analysis and exposition of the positive doctrinal content of the New Testament. Prerequisite: N. T. 18. 3 s.h.

103-104. HELLENISTIC GREEK.—Designed for beginners to enable them to read the Greek New Testament. 6 s.h.

MR. BROWN

105. LIFE OF PAUL.—A study of Paul's life on the basis of Acts and the letters of Paul, emphasizing the permanent values in Paul's work and his contribution to the world. 3 s.h.

MR. MYERS

109. HISTORY OF THE ENGLISH BIBLE.—A general study of the history of the English version with comparison and evaluation of the numerous contemporary translations. This development will be illustrated from the Divinity School Bible collection, with access to and examination of the original editions. 3 s.h.

MR. CLARK

116. LIVING ISSUES OF NEW TESTAMENT THEOLOGY.—2 s.h.

217. THE NEW TESTAMENT IN GREEK.—Extensive reading of the Greek text of the New Testament, with special emphasis upon its interpretation. Prerequisite: six semester hours' study of the Greek language. 3 s.h.

MR. CLARK

218. GALATIANS AND I CORINTHIANS.—A detailed study of two of Paul's major epistles, based on the Greek text. Prerequisite: six semester hours' study of the Greek language. Alternate priority. 3 s.h.

220. I PETER AND THE GOSPEL OF JOHN.—A detailed study of two of the non-Pauline writings of the New Testament. The course will be based on the Greek text. Prerequisite: six semester hours' study of the Greek language. Alternate priority. 3 s.h.

311. THE LIFE AND TEACHINGS OF JESUS.—A study of the events and sayings of the historical Jesus, in the light of His mission. 3 s.h.

MR. CLARK

* Course offered in the Graduate School of Arts and Sciences which is credited toward the degree of Bachelor of Divinity.

312. **ADVANCED NEW TESTAMENT THEOLOGY.**—An examination of the central aspects of New Testament Theology. Prerequisite: N.T. 19. 3 s.h.

313. **APOSTOLIC FATHERS.**—A study of the Christian development from Clement of Rome to Polycarp (90-155 A.D.), with readings in the Greek text. 3 s.h.
MR. CLARK

314. **PATRISTIC THOUGHT.**—A study of the development of early Christian doctrine to the period of Irenaeus. Prerequisite: N.T. 19. 3 s.h.

316. **HELLENISTIC RELIGIONS.**—A study of the Gentile religions in the Roman Empire, at the beginning of the Christian era. Prerequisite: N.T. 18. 3 s.h.
MR. CLARK

317. **THE SYNOPTIC GOSPELS.**—A detailed study of their characteristics and contents, based upon the Greek text, with attention to their respective sources and to the development of synoptic criticism. Prerequisite: N.T. 18. 3 s.h. MR. CLARK

318. **TEXTUAL CRITICISM OF THE NEW TESTAMENT.**—A study of the scientific recovery of the Greek text on which modern versions are based; manuscript discoveries; principles of textual criticism; practice in collating original manuscripts in the Duke collection. Prerequisite: N.T. 103-104, or its equivalent. 3 s.h.
MR. CLARK

319. **JUDAISM AND EARLY CHRISTIANITY.**—3 s.h.

SEE ALSO Pr. 184 and 186.

*GREEK 257.—The social and cultural history of the Hellenistic world from Alexander to Augustus. 3 s.h.
MR. ROGERS

*LATIN 258.—The social and cultural history of the Graeco-Roman world. 3 s.h.
MR. ROGERS

II. Historical Studies

HISTORY OF RELIGION AND MISSIONS

24. **PHILOSOPHY OF THE CHRISTIAN WORLD MISSION.**—A study of theological foundations, guiding principles, and contemporary problems of the World Christian Community. 2 s.h.
MR. LACY

126. **MISSIONARY EDUCATION IN THE CHURCH.**—Practical programs for Church School, audio-visual aids, preaching, stewardship, and special projects. 2 s.h.
MR. LACY

133. **HISTORY OF CHRISTIAN MISSIONS.**—A survey of the spread of Christianity with special emphasis on 19th and 20th century Protestantism. 2 s.h.
MR. LACY

135. **AREA STUDIES OF THE CHRISTIAN CHURCH.**—The cultural setting and current programs and policies of the Church in one of the following areas: a. Latin America, b. India and Pakistan, c. Africa, d. Southeast Asia, e. Japan-Korea-Philippines, f. Moslem Lands, or g. United States Home Missions. (The area of study to be determined by student interest in consultation with the instructor.) 2 s.h.
MR. LACY

159. **LIVING RELIGIONS OF THE NON-CHRISTIAN WORLD.**—The basic introductory course in History of Religion. Brief consideration of the nature, origin and characteristic phenomena of religion generally, followed by a survey of the major non-Christian religious traditions in their historical development. 3 s.h.
MR. FOSTER

* Course offered in the Graduate School of Arts and Sciences which is credited toward the degree of Bachelor of Divinity.

179. (Formerly 108) COMPARISON OF RELIGIONS.—Interpretation of the Ultimate Reality, the human situation, and the fulfillment of life as conceived by the great world religions including Christianity. Prerequisite: H.R. 159 or permission of instructor. 3 s.h. MR. FOSTER

CHURCH HISTORY

13. HISTORY OF THE CHURCH THROUGH THE PROTESTANT REFORMATION.—A survey through the sixteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. 4 s.h. MR. PETRY

14. HISTORY OF THE MODERN CHURCH.—A survey of the main currents in post-reformation and modern church history. 2 s.h. MR. SCHAFER

136. PRE-REFORMATION PREACHING.—Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry and the issues of Christian reform. Prerequisite: C.H. 13. 2 s.h. MR. PETRY

137. RELIGIOUS LEADERS IN CHRISTIAN HISTORY.—Representative leaders in the early and medieval church studied in relation to contemporary churchmanship. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

138. GREAT BOOKS IN CHRISTIAN HISTORY.—An intensive study of Augustine's *Confessions*, Thomas à Kempis' *Imitation of Christ*, Erasmus's *Complaint of Peace*, Luther's *Christian Liberty*, Calvin's *Instruction in Faith*, and Andrewes' *Private Devotions*. 3 s.h. MR. PETRY

139. METHODISM.—A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: C.H. 13. 2 s.h. MR. PETRY

330. THE CHURCH IN EUROPE SINCE 1800.—Emphasis is placed on the relation of the church to the social, economic, and political life of Modern Europe. Particular attention is given to Papal pronouncements on social issues, the relationship of Eastern to Western institutions, and ecclesiastical historiography as it involves source editions, periodicals, and ecumenical literature. 3 s.h. MR. PETRY

331. THE SOCIAL MESSAGE OF THE EARLY AND MEDIEVAL CHURCH.—A study of the social teachings and contributions of the Christian church prior to the Protestant Reformation. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

332. THE MEDIEVAL CHURCH.—Outstanding characteristics of the medieval church, emphasizing theory, polity, institutions, sacraments, and worship. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

334. CHURCH REFORMERS AND CHRISTIAN UNITY.—The work of such reformers as Marsilius of Padua, William of Ockham, Jean Gerson, Pierre d'Ailly and Nicholas of Cusa in relation to ecclesiastical schism and the search for Christian unity through representative councils. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

336. CHRISTIAN MYSTICISM IN THE MIDDLE AGES.—Source studies, in historical perspective, of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: C.H. 13. 3 s.h. MR. PETRY

HISTORICAL THEOLOGY

21. INTRODUCTION TO THE HISTORY OF CHRISTIAN DOCTRINE.—Formative periods of doctrine and controversy illustrating the nature and content of historical theology. 2 s.h. MR. SCHAFER

120. THE CREEDS OF CHRISTENDOM.—A historical and interpretative study of great Christian creeds and confessions. Prerequisite: C.T. 20. 3 s.h. MR. SCHAFER

129. SEMINAR IN HISTORICAL THEOLOGY.—Selected problems in the history of Christian theology. Prerequisite: H.T. 21. 3 s.h. MR. SCHAFER

198. THE HERITAGE OF THE REFORMATION.—The doctrine and practice of the Reformers studied for their contribution to the life and thought of the modern church. 3 s.h. MR. SCHAFER

323. HISTORY OF CHRISTIAN THOUGHT I.—A historical study of theology in the ancient and medieval church. Prerequisite: permission of instructor. 3 s.h. MR. SCHAFER

324. HISTORY OF CHRISTIAN THOUGHT II.—A historical study of theology from the Reformation. Prerequisite: permission of instructor. 3 s.h. MR. SCHAFER

AMERICAN RELIGIOUS THOUGHT

28. MOVEMENTS IN AMERICAN PROTESTANT THOUGHT.—A historical survey of the main currents in Protestant thought in America. 3 s.h. MR. SMITH

199. THE AMERICAN SOCIAL GOSPEL.—A study of Protestant social thought and action in America since 1865. 3 s.h. MR. SMITH

395. CHRISTIAN THOUGHT IN COLONIAL AMERICA.—Exposition of the main currents in Protestant Theology. 3 s.h. MR. SMITH

396. CHRISTIAN THOUGHT IN NINETEENTH CENTURY AMERICA.—Comparative study of Orthodoxy and Liberalism. 3 s.h. MR. SMITH

397. CURRENT AMERICAN THEOLOGY.—Critical appraisal of conflicting tendencies in American theological thought. 3 s.h. MR. SMITH

398. MODERN AMERICAN CHRISTOLOGY.—An analysis of the historical development of modern American conceptions of the person and work of Christ. 3 s.h. MR. SMITH

370. SEMINAR: JONATHAN EDWARDS.—A critical analysis of Edward's major theological works. 2 s.h. MR. SMITH

372. SEMINAR: THEOLOGY OF PAUL TILLICH.—An examination of Tillich's philosophical theology. MR. SMITH

III. Theological Studies

PHILOSOPHY OF RELIGION

31. INTRODUCTION TO PHILOSOPHY OF RELIGION.—Historical orientation to the problems and types of religious philosophy in Western Culture. 3 s.h. MR. FOSTER

102. CHRISTIAN FAITH AND THE PROBLEM OF EVIL.—Analysis of the questions raised for faith by tragedy, suffering and/or evil, examination of answers proposed in Christian and philosophical literature, endeavor to think the issues through. 2 s.h. MR. FOSTER

110. CHRISTIAN FAITH AND MODERN SCIENCE.—Relations, tensions, and possible harmonizations of scientific methodology and modern scientific knowledge with the Christian Faith. 2 s.h. MR. FOSTER

121. CONCEPTS OF DEITY.—Analysis of the outstanding ideas of God in the history of human thought, including the contemporary scene. 3 s.h. Consent of instructor. MR. FOSTER

CHRISTIAN THEOLOGY

20. INTRODUCTION TO CHRISTIAN THEOLOGY.—Contemporary theological tendencies, method and theory of knowledge, and introductory interpretation of the principal tenets of the Christian faith. 4 s.h. MR. CUSHMAN

107. THE PERSON AND WORK OF CHRIST.—An intensive examination of classical types of Christological and soteriological formulation in the history of Christian reflection, assessment and constructive position. Prerequisite: C.T. 20. 2 s.h. MR. CUSHMAN

224. CONCEPTIONS OF MAN IN WESTERN THOUGHT.—An analysis and interpretation of important types of philosophical and theological theory. 3 s.h. MR. CUSHMAN

321. PLATONISM AND CHRISTIANITY.—An analysis of Plato's religious philosophy and a survey of its continuing influence in Hellenistic and Christian thought. Prerequisite: permission of instructor. 3 s.h. MR. CUSHMAN

322. THEOLOGY AND PHILOSOPHY IN THE NINETEENTH CENTURY.—Protestant thought from Schleiermacher to Troeltsch together with representative theologians of Britain. 3 s.h. MR. CUSHMAN

325. PHILOSOPHICAL THEOLOGY I.—Constructive approach to the problem of faith and reason. Prerequisite: Permission of instructor. 3 s.h. MR. CUSHMAN

326. PHILOSOPHICAL THEOLOGY II.—Main problems in the history of philosophical theology. Prerequisite: C.T. 325. 3 s.h. MR. CUSHMAN

328. SEMINAR IN TWENTIETH-CENTURY CONTINENTAL AND BRITISH THEOLOGY.—Critical examination of the thought of Barth, Brunner, Berdyaev, Maritain, F. R. Tennant, and William Temple. 3 s.h. MR. CUSHMAN

SEE ALSO NEW TESTAMENT 312.—ADVANCED NEW TESTAMENT THEOLOGY.

CHRISTIAN ETHICS

27. CHRISTIAN ETHICS I.—The central assumptions and principles of the Christian conception of the good life. 3 s.h. MR. BEACH

114 CHRISTIAN ETHICS II.—A consideration of special problems involved in the application of Christian ethics in modern society. Prerequisite: C.E. 27. 2 s.h. MR. BEACH

190. THE CHRISTIAN CRITIQUE OF COMMUNISM.—Analysis of and alternatives to the dynamic secular ideology from a religious standpoint. 3 s.h. MR. LACY

192. CHRISTIANITY AND INTERNATIONAL RELATIONS.—An application of Christian Ethics to world problems. 3 s.h. MR. LACY

194. INTRODUCTION TO CHRISTIAN SOCIAL ETHICS.—Christian norms for social policy and their application to the domestic, economic, political, and racial patterns of modern culture. 3 s.h. MR. LACY

389. CHRISTIAN ETHICS AND CONTEMPORARY CULTURE.—A study of the interaction between Christian thought and current secular social theory. Prerequisite: C.E. 27 or its equivalent. 3 s.h. MR. BEACH

390. CURRENT PROBLEMS IN CHRISTIAN ETHICAL THEORY.—A critical study, seminar style, of dominant issues in Christian Ethics, through an analysis of a variety of contemporary Christian treatments of such problems as love, justice, community and vocation. Prerequisite: C.E. 27 or its equivalent. 3 s.h. MR. BEACH

391. HISTORICAL TYPES OF CHRISTIAN ETHICS I.—A critical study of representative statements of Christian ethical theory, through the early Reformation. Prerequisite: C.E. 27 or its equivalent. 3 s.h. MR. BEACH

392. HISTORICAL TYPES OF CHRISTIAN ETHICS II.—A continuation of C.E. 391, from the Reformation through current Christian ethical theory. Prerequisite: C.E. 391. 3 s.h. MR. BEACH

393. THE CHRISTIAN INTERPRETATION OF HISTORY.—A comparative examination of the chief secular and Christian theories of history current in Western thought. For advanced students. Prerequisite: C.E. 27. 3 s.h. MR. BEACH

394. CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of church to state. Prerequisite: C.E. 27. 3 s.h. MR. BEACH

IV. Practical Studies

CHURCH ADMINISTRATION

23. CHURCH ADMINISTRATION I.—An introduction to the administrative and supervisory procedure essential in the total work of the church. 2 s.h.

MR. WALTON

142. FIELD WORK I—GENERAL.—A course designed to help with personal and parish problems, and the techniques of successful service. 1 s.h. (Note: All students working under or assisted by the Duke Endowment or by Divinity School funds are required to take this course, or 144, Field Work II, or 145, Field Work III.) MR. WALTON

144. FIELD WORK II—RURAL.—This course is designed to prepare students for work in rural churches. It emphasizes the training values in field work. 1 s.h.

MR. WALTON

145. FIELD WORK III—URBAN.—This course is designed to prepare students for work in urban churches. It is planned to help the student fit into the urban situation and to gain the most from his field work. 1 s.h.

MR. FISHER

146. CHURCH ADMINISTRATION II.—This course considers the principles of program planning, policy development, and leadership enlistment and training in the church. 3 s.h.

MR. WALTON

147. THE URBAN COMMUNITY.—The urban environment viewed in relation to the people, institutions, organizational structure and constitutive forces giving rise to urbanism as a way of life. 2 s.h.

MR. REGEN

148. CHURCH FINANCE.—A seminar to consider the principles of budget making, stewardship instruction, and every member enlistment in church support. 2 s.h.

MR. WALTON

149. PARISH AND COMMUNITY RESEARCH AND ANALYSIS.—A seminar to consider the techniques of community surveys, research, and analysis. Attention is given to the use of research data in program planning and in checking on the effectiveness of church work. 2 s.h.

MR. WALTON

150. THE RURAL PASTOR AND HIS WORK.—A study of the qualifications of the rural pastor and his task. Attention is given to the supervisory methods and material available for the pastor's use and to the current trends in rural life and their influence upon church work. 3 s.h.

MR. WALTON

151. THE RURAL CHURCH.—A study of rural conditions and the place of the church as a community institution and the problems and situations met in local church management and supervision. 3 s.h.

MR. WALTON

152. PARISH EVANGELISM.—A study seeking to prepare the student to plan a comprehensive and continuous program of evangelism for the local church. 2 s.h.

MR. FISHER

153. AUDIO-VISUAL AIDS.—The principles and methods of audio-visual aids in the program of the church. 2 s.h.

MR. WALTON AND OTHERS

154. THE URBAN CHURCH.—A consideration of the function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. 2 s.h.

MR. REGEN

155. **CHURCH POLITY: COMPARATIVE AND DENOMINATIONAL.**—This is a study of the polity of the different denominations in which the students may serve, based upon the disciplines and practices of the respective denominations. 2 s.h. MR. FISHER, MR. REGEN AND OTHERS

(The plan of this course is for the class to meet as a unit one hour a week for the study of the common interests of the denominations; for the other hour the class is divided into groups on the following plan:

a. **THE POLITY OF THE METHODIST CHURCH.**—The study will be based upon the Methodist Discipline. MR. FISHER

b. **THE POLITY OF THE BAPTIST CHURCHES.**

c. **THE POLITY OF THE CONGREGATIONAL-CHRISTIAN CHURCHES.**

d. **THE POLITY OF THE PRESBYTERIAN CHURCHES.** MR. REGEN

(Courses in the polity of other churches will be arranged as needed.)

157. **GROUP WORK.**—The principles and skills required in group work as they apply to discussion groups, forums, panels, guided neighborhood conversation groups, social work, community organization and action. 2 s.h. MR. WALTON AND OTHERS

FIELD WORK CREDIT.—Granted on written recommendation of the Director of Field Work upon the completion of satisfactory work in C.A. 23, the completion of Field Work Seminar, 142, 144, or 145, and the performance of successful field work. 1 s.h. (Available only in the senior year.)

CHRISTIAN EDUCATION

22. **PHILOSOPHY OF CHRISTIAN EDUCATION.**—A basic study of the implications of theology and of educational theory for a philosophy of Christian education. 3 s.h. MR. RICHEY

25. **EDUCATIONAL THEORY AND PRACTICE IN THE CHURCH.**—An overall and introductory view of the educational functions of the church. Consideration is given to the work of organization, administration and supervision of the church school. 2 s.h. MR. KALE

125. **THEOLOGICAL AND PSYCHOLOGICAL INTERPRETATIONS OF MAN.**—An inquiry into the relations of theological and psychological views of man's nature, predicament, and deliverance. 3 s.h. MR. RICHEY

129. **CHRISTIAN GROWTH OF PERSONS.**—Psychological foundations of Christian nurture of children and youth. 2 s.h. MR. RICHEY

131. (Formerly 22.) **PSYCHOLOGY OF RELIGION.**—A study of psychological aspects of the religious life. 2 s.h. MR. RICHEY

158. **CHRISTIAN EDUCATION AND THE COMMUNITY.**—A study of the principles, practices, methods and materials of Christian Education as related to the total community life. 3 s.h. MR. KALE

159. **CHRISTIAN FAITH AND HIGHER EDUCATION.**—An examination of current philosophies of religion in higher education, with reference to student religious work and college teaching of religion. 2 s.h. MR. RICHEY

160. **EVANGELISM IN THE CHURCH SCHOOL.**—A study of the place of evangelism in the work of the church school. 2 s.h. MR. KALE

161. **THEORIES, TYPES AND TECHNIQUES OF TEACHING.**—A study of the main principles underlying religious teaching with an examination of the different methods of teaching. 3 s.h. MR. KALE

162. **METHODS AND MATERIALS OF CHRISTIAN EDUCATION.**—A consideration of the principal administrative problems of the church school, of the various concepts of the curriculum, and an examination of existing curricula, their nature, use and value. 3 s.h. MR. KALE

163. **WORSHIP AND DRAMA.**—Worship in its bearings upon the educational functions of the Christian religion. The use of drama in Christian Education with the creation of dramatic programs of worship and drama writing and production. 3 s.h. MR. KALE

164. **CHRISTIAN EDUCATION OF CHILDREN.**—The organization and administration of the work of the church with children of the nursery, kindergarten, primary and junior age groups. 2 s.h. MR. KALE

165. **CHRISTIAN EDUCATION OF YOUTH.**—The organization and administration of the youth program in the local church. 2 s.h. MR. KALE

166. **CHRISTIAN EDUCATION OF ADULTS.**—A study of the needs of adults; the materials, methods, and principles of organization for the Christian Education of adults. 2 s.h. MR. KALE

167. **THEOLOGY AND THE LAY MIND.**—Formulation and communication of the Christian faith, for the mind of today. (For Middlers and Seniors.) 3 s.h. MR. RICHEY

169. **THEORIES OF CHRISTIAN EDUCATION.**—A critical investigation of current theories of Christian Education. 3 s.h. MR. RICHEY

SEE ALSO: H.R. 126.

PASTORAL CARE

26. **INTRODUCTION TO PASTORAL CARE.**—A study of the background, needs and methods of pastoral work and personal counseling. 2 s.h. MR. DICKS

170. **SEMINAR IN PASTORAL CARE.**—For students preparing for full-time pastoral ministry, hospital chaplaincy, industrial chaplaincy, ministry to older people, or work with young people. Practicum. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. class and 1 s.h. clinic. MR. DICKS

171. **PASTORAL CARE PRACTICUM I.**—A study of pastoral calls and interviews. Particularly for students serving churches or working in clinical situations. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. class and 1 s.h. clinic. MR. DICKS

172. **PASTORAL CARE PRACTICUM II.**—Advanced pastoral care for students serving churches or working in clinical situations. Prerequisite: P.C. 26 or P.C. 171. 3 s.h. MR. DICKS

173. **RELIGION AND HEALTH.**—The study of the relation of body and mind and of the religious resources for health through counseling and worship. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. MR. DICKS

174. **PERSONAL COUNSELING.**—A study of formal personal counseling for those going into the ministry, religious education, and work with college students. 2 s.h. [Open to a limited number of first-year students.] MR. DICKS

175. **THE LITERATURE OF PASTORAL CARE.**—Directed reading and seminar discussion of writings in the field of psychiatry, psychology, sociology, social work, and ministry, and other fields as they relate to pastoral care. Prerequisite: consent of instructor. 2 s.h. MR. DICKS

176. **PASTORAL CARE AND SOCIAL WORK.**—Lectures by various specialists and visits to social agencies to orient the minister in relation to other specialists working with individuals and to familiarize him with social service resources. 2 s.h. [Open to a limited number of first-year students.] MR. DICKS

177. **ADVANCED SEMINAR IN PASTORAL CARE.**—Continuation of 170, which, however, is not a prerequisite. Emphasis upon hospital ministry. Practicum. Prerequisite: P.C. 26 or consent of instructor. 2 s.h. class and 1 s.h. clinic. MR. DICKS AND OTHERS

PREACHING

29-30. SERMON CONSTRUCTION—THEORY AND PRACTICE.—An investigation of the theory of preaching (first semester). Detailed work in practice preaching and a clinical session each week on the application of theory (second semester). 4 s.h. MR. CLELAND, MR. CARLTON AND MR. GARDNER

181. PRACTICAL PROBLEMS IN PREACHING.—Analysis of selected sermons and discussion of problems facing the preacher in the pulpit. Prerequisite: Pr. 29 and 30. 2 s.h. MR. CLELAND AND MR. CARLTON

183. EXPOSITORY PREACHING—OLD TESTAMENT.—The exegesis and exposition of selected Old Testament passages for homiletical purposes. 2 s.h. MR. CLELAND

184. EXPOSITORY PREACHING—THE PAULINE EPISTLES.—A study for homiletical purposes of the religious experience and theology of Saint Paul and its influence on ethical theory and practice. 3 s.h. MR. CLELAND

185. EXPOSITORY PREACHING—NON-BIBLICAL.—An evaluation of drama, poetry and fiction for homiletical purposes. 3 s.h. MR. CLELAND

186. EXPOSITORY PREACHING—THE JOHANNINE WRITINGS.—The exegesis and exposition of the Gospel and the Epistle of John for homiletical purposes. 2 s.h. MR. CARLTON

SEE ALSO: C.H. 136.

WORSHIP

178. CORPORATE WORSHIP.—The theory and practice of the common worship of the Church, using various manuals of worship. One hour to be arranged. 3 s.h. MR. RUDIN

180. CHURCH MUSIC.—A study of hymnology, song leading, and problems of the modern church choir. 2 s.h.

SPEECH

17. EFFECTIVE SPEAKING.—Fundamentals of preparation and delivery for effective communication. Offered in four sections. 2 s.h. MR. RUDIN

132. PUBLIC SPEAKING.—Selected problems of preparation and delivery, based upon individual needs. For students deficient in speech and preaching, by recommendation of the instructors concerned. 2 s.h. MR. RUDIN

134. LITURGICAL READING.—Practice in reading the liturgical materials of the pastoral ministry: Scriptures, prayers, and the rites and seasonal services in the Methodist *Book of Worship*. 2 s.h. MR. RUDIN

V. Senior Seminars

In the third year each B.D. candidate will take one Senior Seminar, yielding 2 s.h. credit. No student may enroll in more than one Senior Seminar without special permission of the Dean. Senior Seminars will not yield Graduate School credit, nor be open to special students.

Enrollment in each Senior Seminar shall be normally not more than twelve. No Senior Seminar need be conducted for an enrollment of less than 5 students. Each Senior Seminar will be in charge of a Chairman. Not less than two instructors will participate in each Semi-

nar. General supervision of all Senior Seminars will be exercised by a standing committee of the Faculty.

The work done in each Senior Seminar should be equivalent to that done in a normal 2 s.h. course, with reading based upon a prepared reading list and a substantial paper or written project report.

FIRST SEMESTER

61. THE CHRISTIAN FAITH AND ITS PROCLAMATION.—2 s.h.
MR. RUDIN, MR. CUSHMAN
63. THE ECUMENICAL MOVEMENT IN THE MODERN CHURCH.—2 s.h.
MR. LACY, MR. FOSTER
65. PRACTICAL VALUES OF BIBLICAL RESEARCH.—2 s.h.
MR. CLARK, MR. WALTON, MR. BROWNLEE

SECOND SEMESTER

64. THE OLD TESTAMENT AS MATERIALS FOR TEACHING.—2 s.h.
MR. KALE, MR. STINESPRING
66. THE CHRISTIAN CHURCH AND SOCIAL CHANGE.—2 s.h.
MR. BEACH, MR. RICHEY
70. PASTORAL CARE AND PREACHING.—2 s.h.
MR. DICKS, MR. MYERS, MR. CARLTON

[Not offered 1956-57.]

62. WESTERN CHRISTIANITY AND NON-CHRISTIAN FAITHS.—2 s.h.
67. THE NEW TESTAMENT AS MATERIALS FOR TEACHING.—2 s.h.
68. CHRISTIAN EXPERIENCE AND CONTEMPORARY LIFE.—2 s.h.
69. THE WORSHIPPING CHURCH.—2 s.h.

Cost, Residential Arrangement, and Student Aid



Fees and Cost

THE University tuition charge is \$225 per semester. Scholarships covering this amount are granted to all Divinity School students. Other charges are as follows:

Fees per semester:

General Fee	\$ 50.00
Approximate cost of meals per semester (estimated).....	200.00
Room per semester (double room).....	87.50
Total per semester.....	<u>\$337.50</u>

The "General Fee" is in lieu of all special charges, and includes the following fees: Matriculation, Medical, Library, Damage, Commencement, and Diploma. Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$10.00 per year plus any Federal taxes that may be imposed. This fee is payable in the fall semester.

LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the Treasurer of the University a penalty of \$5.00.

Living Accommodations

A description of dining facilities and living quarters is given in the *Bulletin of the Divinity School*.

Student Aid

Duke University remits its regular tuition charges to all students enrolled in the Divinity School. In recognition of this, students are expected to render occasional services such as the teaching of Church School classes and responding to calls for particular services. Financial aid, over and above this, is available only in the form of grants-in-aid and work scholarships. For details see the *Bulletin*.

THE SCHOOL OF LAW

Fall Semester begins September 20, 1956

Spring Semester begins January 30, 1957

The School: Its Purposes and Methods



BUILT on the foundation of the School of Law of Trinity College, with its history of legal instruction running back to the middle of the past century, the Duke University School of Law was established in 1924. In 1930 the School was moved into its present building, the Faculty and library were greatly increased, and the activities of the School broadened. The School of Law is a member of the Association of American Law Schools and is on the "Approved List" of the American Bar Association. More than twenty-six states and fifty-nine institutions of higher learning are represented in its student body.

The curriculum of the School of Law provides thorough preparation for the practice of law in any state; its graduates have been admitted to the bar in over forty states and the Territory of Hawaii. Opportunities for specialization in particular branches of the law are afforded.

In carrying out the trust imposed by the indenture establishing the Duke Endowment, the School of Law seeks to have the student acquire knowledge and comprehension not only of legal doctrine, but also of the judicial process and of the social, economic, and political problems with which law and lawyers must deal. The method of instruction employed compels analysis of judicial opinions and inquiry into the non-legal as well as the legal considerations which underlie them. In appropriate courses, special consideration is given to the work of the legislative and administrative agencies of government. In recognition of the increasing importance of the role of the lawyer in representing private interests before government agencies and in government service, an unusually broad program is offered in the public law field. Scope for creative student work is provided by seminar courses and supervised individual study and research.

Practical training is not left for the first years of practice. A carefully integrated series of courses is designed to give students actual experience in the work of lawyers. Legal research and writing courses and moot court work in the first and second years are followed in the third by seminar courses emphasizing legal planning and drafting and by practice courses and work in the Legal Aid Clinic. A student bar association affords a means whereby the student may gain acquaintance with the professional organizations through which a lawyer may and should contribute to the well-being of his profession and of society.

For a description of the facilities and activities of the School see the *Bulletin of the School of Law*.

Admission, Registration, and Fees



Admission

DIRECTIONS TO APPLICANTS FOR ADMISSION

APPPLICATION must be made on the prescribed Law School application blank which will be sent upon request. No application can be finally passed upon until all required documents are on file. These documents are: (1) the application itself, to which a recently made personal photograph should be attached; (2) a complete transcript of record and evidence of graduation or right to honorable withdrawal from the institution from which credit is offered; (3) letters from (a) a responsible official of the college attended, and (b) three recommendations from responsible persons; (4) a report of the applicant's score on the Law School Admission Test described below.

The Law School seeks to select students who give promise of leadership in some of the various phases of professional activity. Applicants for admission and their sponsors are requested to keep this fact in mind.

The Law School Admission Test, referred to above, is administered by the Educational Testing Service and is participated in by a number of the leading law schools of the country. It is given four times a year at examination centers conveniently located throughout the United States. No special preparation for the test is necessary, since it is designed to measure aptitudes rather than knowledge of subject matter. The applicant's score on the test will be considered along with other data in passing upon his admission to the Law School. Application forms and information concerning the test should be procured by writing directly to the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

TIMES OF ADMISSION

Beginning students may enter only at the opening of the Fall semester in any year. Students who have completed the first year of law study at this or any other law school approved by the Association of American Law Schools may enter at the beginning of any semester.

REQUIREMENTS FOR ADMISSION

An application for admission as a candidate for the degree of Bachelor of Laws may be submitted by any person (1) who is a gradu-

ate of a college of approved standing, or (2) who has completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose college work in its entirety shows an average grade equal to that required for graduation, the requirement in each case being determined by the regulations of the college where the work was taken.

COMBINED COURSE

A number of colleges, upon application by their students, have permitted those who have completed three years of undergraduate work to enter the Law School of Duke University and upon the satisfactory completion of the first year of law school work to receive their Bachelor of Arts degree from such colleges. It is suggested that students desiring to enter Duke University School of Law make inquiry of their proper college authorities regarding this point.

A student from an undergraduate college of Duke University who has completed therein three years of study may apply to that college to enroll in a combined course wherein his first year of law study may be accepted toward the Bachelor of Arts degree, and, upon the completion of four additional semesters of law study, he will receive the Bachelor of Laws degree.

ADMISSION TO ADVANCED STANDING

Any person who has complied with the requirements for admission set forth in this announcement prior to the commencement of his law study, who presents evidence of the satisfactory completion of at least one year of study at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, subject to such rules as would be applicable to students in this School having a comparable scholastic record. Provisional credit for courses so completed will be given, final credit being conditioned on the completion of at least one full year of law study in this School with an average at least five points above the passing grade. Adjustment of credit for work done in such other law schools may be made by the Dean or by vote of the Faculty.

CANDIDATES FOR GRADUATE DEGREES

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work.

Registration

Registration must be completed on the first day of each semester. Instruction will begin in all classes on the following day. Registration is conducted in the Law Building. All students, both old and new, are required to register at the beginning of each semester, at which time class schedules and course cards must be filled out and approved. Students who register in any semester at a date later than that prescribed are required to pay to the Treasurer of the University a penalty of \$5.00 for late registration unless excused therefrom. A student's registration for any semester is not complete until he has paid the tuition and fees for that semester. The \$5.00 penalty for late registration will be imposed, therefore, unless the student has paid his tuition and fees by registration day.

REGISTRATION FOR BAR EXAMINATION

Many states now require that a student, prior to or shortly after beginning the study of law, register with the board of bar examiners of the state if he intends to practice therein. Each student should write to the secretary of the board of bar examiners of the state in which he plans to practice and ascertain if that state makes this requirement.

CONDUCT OF STUDENTS

All students are admitted subject to the rules of the University and of the School of Law, and continuance in the School is conditioned upon the observance of such rules.

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University, therefore, reserves the right, and matriculation by the student is a concession of this right, to compel the withdrawal of any student whose conduct at any time is not satisfactory to the University.

Fees and Expenses

Tuition fees are due at the beginning of each semester. The tuition fee is \$225.00 a semester. In addition, a general fee of \$50.00 per semester is required in lieu of separate fees for matriculation, medical service, and the like.

The admission of an applicant is not final until he deposits the sum of \$25.00 with the Treasurer of the University. This deposit will not be returned. It will be credited to the account of the student or, if the student is entitled to the benefits of the Servicemen's Readjustment Act or the Vocational Rehabilitation Act, it will be refunded upon his matriculation.

Law students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$10.00 per year plus any Federal taxes that may be imposed. This fee is payable in the fall semester.

The payment of the general fee entitles the student to full medical and surgical care, with the exceptions noted below. This service is under the direction of the University Physician with the co-operation of the staff of Duke Hospital. It includes hospitalization, medical and surgical care, drugs, dressings, X-ray studies, and ward nursing. A charge for board is made at the same rate as in the University dining halls. Refraction of eyes, treatment of teeth and of all chronic conditions, such as the removal of diseased tonsils, are not included in this service. The cost of any necessary braces and orthopedic appliances, as well as of special nursing, must be borne by the student.

Due to rising costs it may be necessary to consider some readjustment of charges. In the event of an adjustment applicants will be notified.

A statement relative to scholarships, fellowships, and loan funds appears in the *Bulletin of the School of Law*. A description of dining facilities and living quarters is also given in this bulletin.

LAWS REGARDING PAYMENTS

The Executive Committee of Duke University has enacted the following regulations which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend or in any way alter these regulations.

2. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full; subsequent withdrawal does not entitle a student to a refund.

3. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all his indebtedness to the University.

4. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the midyear or final examinations of the academic year.

When a student wishes his bills sent to his parents or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties, if his bills are not paid on the dates advertised.

Bachelor of Laws Degree



UPON favorable recommendation of the Faculty, the degree of Bachelor of Laws will be conferred on students who shall have successfully completed six semesters' study of law, the last two semesters of work immediately preceding the granting of such degree having been completed in this School.

A student shall be deemed to have completed successfully six semesters' study of law if during this period he has

(1) secured a passing grade in courses aggregating seventy-eight semester hours;

(2) secured in every required course a grade not requiring repetition thereof; and

(3) secured a weighted average at least five points above passing in all work taken other than first-year courses, or, if the grade in such work is lower than that above specified, an average grade of five points above passing in all work taken.

Students who have spent only their last two semesters of study in residence in this School must have received a weighted average at least five points above passing for that year.

MINIMUM AND MAXIMUM STUDENT LOADS

No regular student is permitted to take less than ten course hours per semester. No first-year student is permitted to take courses in excess of the first-year program.

Second- and third-year students are not permitted to take for credit more than fifteen course hours per semester; nor to audit and take for credit more than sixteen course hours per semester. In exceptional cases, students may petition the Faculty for permission to take more or less than the prescribed maximum or minimum loads.

ATTENDANCE

Regular class attendance is required. The right to take the examinations, as well as the privilege of continuing one's membership in the School at any time, is conditioned upon regular attendance at the exercises of the School.

STANDARDS OF SCHOLARSHIP

GRADES.—The final grades in each course are given in numerical terms which are equivalent to letter grades according to the following scale: 80 to 100, A; 70-79, B; 55-69, C; 50-54, D; 0-49, F.

A grade of 50 is necessary for passing a course. Where a grade below 50 is given a student in any required course, the course must be repeated if the instructor reports the grade with the notation "must repeat." When a student is required by the instructor to repeat a course which he has failed, the grade given after such repetition supercedes the previous grade in the course.

ELIGIBILITY TO CONTINUE LAW STUDY.—Any student who at the end of his first year or at the end of any subsequent semester, has an average grade lower than 50 on all the work then taken is ineligible to continue his work in the School. Any other student (1) whose average final grade at the end of his first semester is below 50, or (2) whose average grade at the end of any subsequent semester on all the work then taken is below 55, or (3) who in any single semester or in any single year receives failure grades in courses totaling eight or more semester hours, may at any time be declared by the Dean ineligible to continue.

NOTIFICATION OF UNSATISFACTORY SCHOLASTIC STANDING.—Every student subject to the provisions of the second sentence of the paragraph above, who has not been declared ineligible to continue his work in the School will be given a formal, written notice by the Dean's Office. This notice will set forth his average grade or grades and inform him (1) that he will be subject for the ensuing year to the special supervision of the Dean who may order his dismissal from the School in the event of his failure to maintain a satisfactory scholastic standard, and (2) that he will be ineligible to receive a degree unless his work meets the scholastic requirements for graduation which will be set forth in full in such notice.

Every other student whose average final grade at the end of any semester on the work of that semester, or on all work then taken, does not exceed the minimum average grade required for graduation by more than two points will be given a notice similar to that provided for above.

Graduate Work in Law



Objectives of the Graduate Study Program

THE graduate program of the School of Law is framed with a view to the encouragement and recognition of legal scholarship. It is addressed to the needs of those who have objectives consistent with the purposes of graduate legal education. It provides training for the qualified student who aspires to a teaching career, or who wishes to become proficient in a special field of the law, to do serious legal research, to prepare himself for a public law practice in or out of government, or to acquire a broader and deeper legal education than the undergraduate curriculum offers.

Master of Laws

ADMISSION TO CANDIDACY FOR THE DEGREE OF MASTER OF LAWS

Any person who has received the first degree in law from a law school qualified for membership in the Association of American Law Schools may be admitted as a candidate for the degree of Master of Laws, provided he satisfies the Committee on Graduate Study that his objective in desiring to do graduate work in law is consistent with the purposes for which the program is offered, and provided he demonstrates to the Committee, on the basis of his law school record, his capacity to take and profit by graduate work in law. In exceptional cases an applicant who does not meet the above requirements may, on vote of the Faculty, be admitted to candidacy for this degree if he is able to demonstrate that he is specially qualified, as by reason of practice or teaching. Normally the applicant will be required to show a level of scholarship appreciably higher than that required for the first degree in law at the institution from which he received that degree. An exceptionally high record in law school and in the graduate study program is expected of those who aspire to a teaching career. It should be emphasized that the graduate study program is designed for graduates with a definite objective, not for those who seek to pursue further law study simply from disorientation.

REQUIREMENTS FOR THE DEGREE OF MASTER OF LAWS

The degree of Master of Laws is reserved for students who, having demonstrated their capacity for graduate work in law, maintain a level of scholarship substantially higher than that required for the degree of Bachelor of Laws.

The candidate for this degree is required to complete a course of study comprising not less than twenty nor more than twenty-six semester hours, or approved research equivalent thereto. Two full semesters are required for the completion of this program. A candidate for this degree is required to include in his course of study at least two of the following courses: International Law, Jurisprudence, and Legal History. In addition to the minimum requirement of twenty semester-hours, the candidate is required to submit an essay representing substantial research on a legal subject. This essay is to be prepared under the supervision of the instructor in charge of the field in which the research is done. The candidate will find it helpful to have formulated a project of research, or alternative projects, before his admission to graduate study or, at any rate, before pursuing his graduate study in residence.

The candidate's course of study will be selected, ordinarily, from the following list of courses: Public Regulation of Business Seminar, Jurisprudence, Conflict of Laws, International Law, Legal History, Advanced Legal Accounting, Corporate Planning, Debtors' Estates, Insurance, Corporate Reorganization, Securities Regulation, Credit and Insolvency, Family Law, Family Law Seminar, Future Interests, Tax and Estate Planning, Labor Relations, Labor Standards, Labor Law Seminar, Federal Taxation I, Federal Taxation II, and State Taxation. This program of study is not inflexible. In appropriate cases the candidate will be encouraged to take related work in other departments of the University. Other courses of comparable content may be substituted for those listed. In special circumstances, credit not in excess of two hours per semester may be arranged for special, supervised research projects.

Doctor of Juridical Science

ADMISSION TO CANDIDACY FOR THE DEGREE OF DOCTOR OF JURIDICAL SCIENCE

Any person holding the degree of Master of Laws from this or any other law school which is qualified for membership in the Association of American Law Schools may, on vote of the Faculty, be admitted to candidacy for the degree of Doctor of Juridical Science, provided he completed the work for the Master's degree with distinction.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF JURIDICAL SCIENCE

Upon favorable recommendation of the Faculty, the degree of Doctor of Juridical Science will be conferred on students admitted to candidacy for that degree who complete and submit a monograph or series of essays suitable for publication and deemed by the Faculty to be of distinguished character and who pass an oral examination before a special committee appointed for that examination. At least one academic year, and, in the absence of an extension granted by the Faculty, not more than three years, must elapse between the award of the Master's degree and the award of the degree of Doctor of Juridical Science. Students who have received the degree of Master of Laws from another law school must spend at least two full semesters engaged in research at this School, and in addition may be required to complete a course of study prescribed by the Committee on Graduate Study. The monograph or series of essays required may be based upon, or be an extension of, the essay required for the Master's degree, provided substantial additional research is represented.

Post-Graduate and Refresher Courses

The School of Law provides instruction for students not meeting the requirements for admission to candidacy for graduate degrees who desire refresher courses or who desire simply to complete a fourth year of law school work. The successful completion of the courses taken by such students may be evidenced by certificate of the Dean.

Program of Instruction



THE program of instruction of the School of Law has been thoroughly revised as a result of studies made by the Faculty. The curriculum had become overcrowded. For years new courses have been added at this and other schools as new fields of law have become important; old courses have been retained. Students who wished to specialize in particular fields often found it necessary to omit some of the older, more fundamental courses. Insufficient attention had been given to legal writing, the drafting of legal instruments, and legal planning.

The newly adopted curriculum is designed to insure that students must prepare to specialize in practice without foregoing any part of the basic legal education required for general practice and desirable for all specialists. Courses have been combined; duplications in courses have been eliminated. The larger part of students' third year has been opened for studies of specialties. New courses and seminars have been added, especially in the third year in which teaching methods will be different from those used in the older courses. In these courses and seminars legal writing and drafting and legal planning will be emphasized.

The courses offered are listed below. They are grouped under three headings: First-Year Program, Second-Year Program, and Third-Year Courses.

THE FIRST-YEAR PROGRAM is prescribed. It includes basic courses in the fields of contracts, business associations, property (including sales and other chattel transactions), and torts. These courses serve also to acquaint the student with the nature of the judicial process (which is stressed in Chattel Transactions), the court system and court procedure (stressed in Torts), and legal history (stressed in the property course and in other courses). In the field of public law, legislation and the legislative process are studied in the first semester; criminal law and procedure is given throughout the year. A course in research and writing (which is continued through the first semester of the second year), after consideration of how the law is found in law books, trains students in writing memorandums of law and legal arguments and in drafting legal documents; the course emphasizes, for each student, the law of the state in which he intends to practice, and introduces students to the art of legal planning. It includes the preparation of briefs and the arguing of moot court cases.

THE SECOND-YEAR PROGRAM comprises nearly all the other basic courses which all students need regardless of what kind of law practice they plan to enter and the courses prerequisite to third-year work in special fields and in legal planning. Third-year courses may be substituted for non-required courses in this program upon approval of the instructor. The research and writing course continues through the fall semester. The basic work in property and business associations is completed. In the field of business transactions, the students study negotiable instruments and security. A course in federal income taxation, basic to advanced third-year work for specialists, adequately covers the subject for students not planning to specialize in it. Legal and equitable remedies, and court procedure in civil cases, are studied in the course in remedies. Students continue their study of public law in courses in constitutional and administrative law.

THE THIRD-YEAR COURSES (of which an aggregate of 10 to 15 hours each semester is to be selected by each student) are designed to emphasize legal planning and drafting and to enable students to equip themselves to specialize in particular fields. The Faculty recommends that all students complete their basic legal education by taking courses in evidence and legal ethics. There are also fundamental courses in legal history and jurisprudence and in conflict of laws and international law. The rest of the third-year courses are in specialties; they are grouped below under the headings (1) business (including advanced corporation law), (2) estates, family, and property, (3) procedure, practice, and local law, and (4) public law (including labor law and taxation). A number of these specialty courses (those preceded by asterisks in the list below) emphasize legal planning and drafting. Each student is required to include two of these courses in his third-year program; enrollment in each is limited.

The First-Year Program

	SEMESTER HOURS	
	Fall	Spring
Chattel Transactions	2	2
Contracts	4	2
Criminal Law and Procedure	2	2
Research and Writing I	1	1
Torts and Introduction to Procedure	3	3
Legislation	3	
Business Associations I		2
Estates in Land		3
	—	—
	15	15

The Recommended Second-Year Program

	SEMESTER HOURS	
	Fall	Spring
Civil Procedure [Required]	3	2
Constitutional Law and Federal Courts [Required]	3	2
Research and Writing II [Required]	1	
Administrative Law [Required]		3
Business Associations II	3	
Conveyancing	3	
Restitution and Equitable Remedies		2
Negotiable Instruments	2	
Security		3
Federal Taxation I		3
	15	15

Substitutions of third-year courses for non-required second-year courses may be made with permission of the instructors in the former. Third-year courses suitable for study in the second year are Family Law, Insurance, Labor Relations, Trusts, and Wills. A student omitting a second-year course from his second-year program may find himself unable to take that course in his third year because it and a third-year course he wishes to take may be scheduled at the same hour.

The Third-Year Courses

Students are to select courses aggregating 10 to 15 hours each semester. Every student must select two of the starred courses listed under "B. Specialties." These courses emphasize legal planning and drafting. Enrollment in each of them except Legal Aid Clinic is limited to 15. Legal Aid Clinic counts as a single starred course, though it is a year course. No student may take more than two starred courses in the same semester without the consent of the Dean and of the instructors in the starred courses involved.

A. ADVANCED COURSES

Conflict of Laws	3
International Law	3
Jurisprudence	3
Legal History	2

B. SPECIALTIES

I. Business (See also "IV. Public Law.")

*Corporate Planning and Drafting	2
Insurance	2
Debtors' Estates	3
*Advanced Legal Accounting	2
*Securities Regulation	2

II. Estates, Family, Property

Family Law	2
Future Interests	3
Trusts	3
Family Law Seminar	2
*Tax and Estate Planning	2
Wills and Administration of Estates	2

III. Procedure, Practice and Local Law

Evidence	2	2
*Legal Aid Clinic	2	2
*Case Studies	1	
North Carolina Statutes and Decisions	2	
Legal Ethics		1
North Carolina Practice		2

IV. Public Law

Federal Taxation II	3	
Labor Relations	3	
Municipal Corporations	2	
*Constitutional Law and Federal Courts Seminar		2
*Labor Law Seminar		2
Labor Standards		2
*Public Regulation of Business Seminar		3
State Taxation		2
*Tax and Estate Planning		2

Description of Courses



Business Courses

ADVANCED LEGAL ACCOUNTING. The study and analysis, in more detail than in Business Associations II, of the balance sheet, the income statement, and the accountancy concepts and principles that serve as controls over corporate distributions; financial reporting and investor protection; trust and estate accounting; and some problems in accounting with respect to public utility regulations. Two hours a week first semester.

BUSINESS ASSOCIATIONS I. Legal principles concerning association in business by agency, partnership, other unincorporated forms and corporations. Creation, form and nature of agency, partnership and corporation, corporate existence (de facto corporations, corporate entity and its limitations), powers, duties, liabilities and compensation of agents, partners, officers and directors, risks in conduct of business by representatives (vicarious liability in tort, authority to contract), imputation of notice and knowledge, scope of enterprise (*ultra vires*), revocation and termination of authority, ratification, undisclosed business associates, stability of the associational relationship. The purpose of this course is to grasp basic principles of Agency and Partnership and related principles of corporation law. (The main basic study of corporation law, however, is in Business Associations II.) Two hours a week second semester.

MR. LATTY

BUSINESS ASSOCIATIONS II. Promoters, subscription to and issue of shares, stock structure and corporate capital, dividends, preferred stock, bonds, capital increases and reduction, corporate re-acquisition of own stock, elementary principles of corporate accounting, public issue of securities, stock transfers, fundamental corporate changes (recapitalization, sale, merger and consolidation, dissolution), stockholders' suits, and certain principles concerning management and operation not studied in Business Associations I. Three hours a week first semester.

MR. LATTY

CONTRACTS. The formation and legal operation of contracts in general, with attention to problems of drafting and counseling as well as of litigation and extrajudicial settlement. Legal and equitable remedies in contract cases, including damages, specific performance, and restitutionary remedies, and important procedural devices incident to such remedies. Four hours a week first semester, two hours a week second semester.

MR. STANSBURY

CORPORATE PLANNING AND DRAFTING. The student is given hypothetical corporate problems (perhaps taken from the practicing lawyer's desk) on a client's proposed course of action; each problem is designed to require the student to grasp the business situation and goals involved, analyze for pertinent legal principles, plan the transaction to avoid legal and business (including taxation) pitfalls, plan the requisite steps to consummate the desired transaction, draft the appropriate papers and present his research. Two hours a week second semester.

MR. LATTY

SECURITY. Mortgage and security interests in real property, and suretyship. Three hours a week second semester.

MR. SHIMM

DEBTORS' ESTATES. Comparative study of methods used for the liquidation of debtors' estates. The non-bankruptcy materials cover individual creditors' rights by attachment, garnishment, execution, creditors' bills and the like; common law composition; and general assignments. The bankruptcy materials cover, in the main, the first seven chapters of the Bankruptcy Act. Three hours a week first semester.

MR. SHIMM

INSURANCE. The nature of "insurance"; state supervision and control; types of insurance organization; the legal requirement of insurable interest; interest of others than the named insured; the measure of indemnity and subrogation; the beneficiary's interest in life insurance; the insured event, and excepted causes; warranties, representations and concealment; the making of insurance contracts; waiver, estoppel and election. Two hours a week second semester. **MR. PASCHAL**

NEGOTIABLE INSTRUMENTS. Comparative study of the different types of commercial instruments, their different functions and legal incidents. Two hours a week first semester. **MR. KRAMER**

PUBLIC REGULATION OF BUSINESS SEMINAR. See Public Law Courses, page 35 for description. Three hours a week second semester.

MR. LIVENGOD AND MEMBERS OF THE ECONOMICS DEPARTMENT STAFF

SECURITIES REGULATION. Regulation of distribution and marketing of securities and protection of the investor under the Securities Act of 1933, the Securities and Exchange Act of 1934, the Public Utility Holding Company Act of 1935 and the Trust Indenture Act of 1939, with summary treatment of other related federal legislation; the role of the Securities and Exchange Commission; a brief survey of state regulation. Considerable emphasis is placed on civil liabilities under the federal legislation. Two hours a week second semester. **MR. LATTY**

Property Courses

CHATTEL TRANSACTIONS. The course covers most of the topics generally treated under the heading of Personal Property, Bailment and Sales; application of the concepts of possession and title in the law of personal property and sales, with special attention to the judicial techniques with these concepts; the bailment relationship; artisan's lien; transfer of chattels by gift, sale and miscellaneous inter vivos transactions. In Sales, the emphasis is on enforcement of buyers' and sellers' rights and on sales financing. Two hours a week throughout the year. **MR. LATTY**

CONVEYANCING. Form and execution of deeds, description in deeds; rents, licenses, easements and profits; covenants and agreements running with the land at law and in equity; estoppel by deed; recording and title registration; aspects of public control of land use. Three hours a week first semester. **MR. BOLICH**

ESTATES IN LAND. Historical introduction to real property with a detailed consideration of the modern law of possessory estates, including the fee simple, the fee tail and its statutory substitutes, the life estate, the estate for years and other non-freeholds; concurrent ownership; equitable estates; types of future interests; waste; distribution of benefits and burdens as between owners of present and future interests. Three hours a week second semester. **MR. BOLICH**

FUTURE INTERESTS. Future interests in real and personal property; reversions; vested and contingent remainders; executory interests; rights of entry; possibilities of reverter; gifts to classes; powers; perpetuities; construction of wills and deeds as affecting the validity and characteristics of the interests created thereby. Three hours a week first semester. **MR. BOLICH**

TAX AND ESTATE PLANNING. Seminar devoted to problems and techniques of tax and estate planning. Federal Taxation I and Federal Taxation II and Future Interests are prerequisite to enrollment in the seminar. Enrollment limited. Two hours a week second semester. **MR. BOLICH AND MR. LOWNDES**

TRUSTS. The nature, creation and elements of a trust; transfer of the beneficiary's interest; administration of trusts; termination and modification of trusts; charitable trusts; liabilities to third persons; and liabilities of third persons. Three hours a week first semester. **MR. LOWNDES**

WILLS AND ADMINISTRATION OF ESTATES. Descent and distribution; property rights of surviving spouse; children and descendants; ancestors and collaterals; effect of claimant's misconduct. Making and revoking wills; testamentary capacity; execution of wills; holographic and special types; integration; testamentary character and intent; revocation; operation of legacies and devices. Probate and administration: grant of administration; probate and contest of wills; assets; contracts, sales and investments by personal representative; claims; settlement of the estate. Two hours a week second semester.

Mr. McCLAIN

Public Law Courses

ADMINISTRATIVE LAW. The formulation of statutory schemes of administrative regulation; the organization of administrative agencies; the determination, promulgation and enforcement of administrative programs; the respective spheres of administrative and judicial responsibility; judicial control over administrative action. Practice and procedure before administrative agencies: informal conferences and negotiations; formal hearings; constitutional limitations. Three hours a week second semester.

Mr. KRAMER

CONSTITUTIONAL LAW AND FEDERAL COURTS. Judicial protection against arbitrary governmental action; the history of the concept of a "higher law"; the constitutional clauses relied upon. The organization and jurisdiction of the federal courts; when and how judicial review can be invoked; limitations on governmental power with respect of economic matters, civil liberties and criminal and civil procedure. The powers of Congress, express and implied; limitations on State governmental powers resulting from the existence and from the exercise of Congressional powers. The constitutional questions involved in administrative law, conflict of laws, intergovernmental tax immunities, jurisdiction to tax, and state taxation of interstate commerce are covered more fully in other courses. Three hours a week first semester, two hours a week second semester.

Mr. MAGGS

CONSTITUTIONAL LAW AND FEDERAL COURTS SEMINAR. Advanced study of current Supreme Court cases and of particular fields in constitutional law and history and in federal court organization. Two hours a week second semester.

Mr. MAGGS

CRIMINAL LAW AND PROCEDURE. An introductory study of the law of crimes and the administration of criminal justice; analysis of the criminal act and the mental element in crime; consideration of specific offenses as defined by statute and the common law; discussion of typical defenses in relation to specific crimes; elementary criminal procedure; study of the Anglo-American penal system. Two hours a week throughout the year.

Mr. McCLAIN

FEDERAL TAXATION I. An introduction to the federal taxation with particular emphasis on the federal income tax. The course is designed as a final course for students who do not intend to specialize in tax practice and as an introductory course for those who do. Three hours a week second semester.

Mr. LOWNDES

FEDERAL TAXATION II. A more advanced course in federal taxation. The principal emphasis of the course is on the federal estate and gift taxes, and the relation of those taxes to the federal income tax. Three hours a week first semester.

Mr. LOWNDES

INTERNATIONAL LAW. A survey of public international law of peace, as evidenced especially in decisions of national and of international courts; the drafting and interpretation of treaties; the nature and handling of international claims; the organization and jurisdiction of international tribunals, with special reference to the International Court of Justice; developments with respect to the codification of the law. Three hours a week second semester.

Mr. WILSON

LABOR LAW SEMINAR. An intensive examination of significant problems in collective bargaining, union-management relations and labor dispute settlement, with emphasis upon the drafting and interpretation of contract clauses, theories and techniques in contract negotiation and grievance handling, voluntary arbitra-

tion and other procedures for the adjustment of disputes, and the interrelation of the legal and economic aspects of labor problems. Prerequisite: Labor Relations. Two hours a week second semester. MR. LIVENGOOD

LABOR RELATIONS. A study of the law relating to collective bargaining and concerted labor activities, including the National Labor Relations Act and related legislation, the legal aspects of strikes, boycotts and picketing, the negotiation and administration of collective bargaining agreements, procedures for the settlement of labor disputes, and relations between the union and individual employees. Three hours a week first semester. MR. LIVENGOOD

LABOR STANDARDS. Government regulation of conditions of employment, including the Fair Labor Standards Act and other wage-hour and child-labor statutes, unemployment insurance and other social security legislation, employers liability and workmen's compensation acts, and related laws establishing minimum standards for the creation, continuance and termination of the employment relationship. Two hours a week second semester. MR. LIVENGOOD

LEGISLATION. A general introduction to the field of Public Law, including, among others, the following topics: organization, techniques, procedures, and problems of legislative bodies; formulation of legislative policies; and drafting and interpretation of statutes. Three hours a week first semester. MR. LIVENGOOD

PUBLIC REGULATION OF BUSINESS SEMINAR. Intensive study of the federal antitrust laws and their common-law background, with emphasis on the economic policies involved. As a corollary of critical examination of the Sherman Act, Clayton Act, Federal Trade Commission Act and related legislation designed to enforce competition as the primary control of the economic system, some consideration is given to legal measures which supplement or replace competition, such as direct regulation of business and government intervention by public loans, guaranties and ownership. Three hours a week second semester.

MR. LIVENGOOD AND MEMBERS OF THE ECONOMICS DEPARTMENT STAFF

STATE TAXATION. Constitutional limitations on the taxing power; jurisdiction to tax; state excise taxes; and the general property tax. Two hours a week second semester. MR. LOWNDES

TAX AND ESTATE PLANNING. See Property Courses, page 33, for description. Two hours a week second semester. MR. BOLICH AND MR. LOWNDES

General Courses

CONFLICT OF LAWS. A study of the special problems which arise when the significant facts of a case are connected with more than one jurisdiction. Recognition and effect of foreign judgments; choice of law; federal courts and conflict of laws; the United States Constitution and conflict of laws. Three hours a week second semester. MR. KRAMER

FAMILY LAW. A seminar approach to the cases, statutes, and sociological theories covering the contract to marry, its formation and breach; marriage; annulment; divorce; separation; property rights; and international jurisdiction. Selected materials. Two hours a week first semester. MR. BRADWAY

SEMINAR IN FAMILY LAW. A seminar approach to the efforts of the social sciences, including the law, to deal with the intricate and perplexing problems of the modern family. Readings are assigned in legal and sociological material. Class discussions are based upon some central topic, such as divorce, domestic relations courts, etc. Written reports required in lieu of an examination. Family Law is prerequisite. Two hours a week second semester. MR. BRADWAY

JURISPRUDENCE. Discussion of some of the basic problems of classical and contemporary juristic theory, with applications to cases and statutes. Open to all graduate students, and, with the consent of the instructor, to qualified second and third year students. Three hours a week first semester. MR. KRAMER

LEGAL HISTORY. A study of the development of fundamental English and American legal institutions, with primary emphasis upon the establishment and growth of American law from the colonial period to the present. Two hours a week second semester. MR. BOLICH

NORTH CAROLINA STATUTES AND DECISIONS. A study of selected statutes of North Carolina with discussion of their application, and an analysis of the decisions of the Supreme Court of North Carolina construing them. Two hours a week first semester. MR. BRYSON

RESTITUTION AND EQUITABLE REMEDIES. A survey of equitable remedies in general (including enforcement of equity decrees) and of important parts of the fields of equity and restitution that are not covered in other courses. Two hours a week second semester. MR. PASCHAL

TORTS AND INTRODUCTION TO PROCEDURE. The bases of liability in damages for personal injuries and injuries to property; bases other than fault; negligence; intentional infliction of harm. Procedure in jury trials; proof of negligence; causation and "proximate cause"; defenses; the damages recoverable and equitable relief obtainable. Special rules applicable to occupiers and owners of land, motor vehicle accidents, suppliers of goods and remote contractors. Misrepresentation and fraud; defamation; assault and battery; false imprisonment. Three hours a week throughout the year. MR. MAGGS

Procedure and Practice Courses

CASE STUDIES. Detailed analysis of an important civil suit, under supervision of a visiting instructor who was counsel therein. The instructor's files and the record and briefs will be studied. Consideration will be given to how the matter first arose and what business or other problems of the client were involved; how counsel first analyzed the matter and how he ascertained relevant facts; how counsel prepared for and conducted the trial and appellate proceedings. One hour a week first semester. INSTRUCTOR TO BE ANNOUNCED

CIVIL PROCEDURE. A study of modern methods of pleading (including Federal Rules of Civil Procedure) and their relationship to the historical developments insofar as such developments affect or explain present-day rules; also a treatment of real party in interest, joinder of parties, joinder of causes of action, counterclaims, objections to pleadings, amendment to pleadings, and summary disposition of cases. Special emphasis is placed on trial and appellate practice. Three hours a week first semester, two hours a week second semester. MR. PASCHAL

EVIDENCE. A study of the common-law rules of evidence, including the requirements of relevancy and materiality; competency and privilege of witnesses, examination and cross-examination, burden of proof and presumptions, judicial notice, and functions of judge and jury. Two hours a week throughout the year. MR. STANSBURY

LEGAL AID CLINIC. This course is designed to develop in the student professional self confidence, responsibility to the program of the organized bar, professional self control. During the first semester the student learns to: interview a client in an orderly manner, determine the gaps in the client's story and fill in these gaps with information from other proper sources; evaluate facts; make a record of facts including the documents used for the purpose; diagnose a case for legal "symptoms" and develop legal theories; organize research; plan a campaign at law. The class becomes familiar with the courthouse as a source of facts; and with a law office as a place in which a lawyer functions. Special exercises like searching a title to real estate, preparing a criminal case for trial, are assigned. During the second semester the student learns to conclude a case in an orderly professional manner by education; by conciliation; by litigation. The climax is a jury trial with expert witnesses. The students operate under the supervision of a staff member throughout the year. Students are assigned to duty in rotation in the Legal Aid Clinic office and in the downtown office. This gives them a chance to interview

flesh and blood clients and to see the progress of real cases. By preparing trial briefs in court and criminal cases the student learns how to get ready for his appearance in the court room. Two hours a week throughout the year. MR. BRADWAY

LEGAL ETHICS. A seminar approach to the ethical problems of the lawyer and the profession. Readings are assigned in legal biography, law reform, the history of the profession, legal aid work. Class discussions cover canons of ethics, statutes, cases, and opinions of grievance committees dealing with the daily problems of the practicing lawyer. A written report is required on some phase of the reform of the administration of justice. One hour a week second semester

MR. BRADWAY

NORTH CAROLINA PRACTICE. A study of the steps in a civil action at law from the issuance of process to the entry of final judgment including service of process; appearance and waiver of process; selecting the jury; various motions made during the trial; submission of case to jury; verdict; judgment; noting and perfecting appeal. Also included are such topics as jurisdiction of various courts in North Carolina; venue; trials without a jury; provisional remedies and special proceedings. Two hours a week second semester.

MR. BRYSON

Legal Research and Writing

RESEARCH AND WRITING I. Classroom instruction and individual problems in the use of law books, the preparation of memorandums of law, and moot court briefing and argument. The first year of a two-year program designed to familiarize the student with the materials and methods of legal research and legal writing. Two semester-hours credit.

MESSRS. STANSBURY, BRYSON, BRADWAY,
KRAMER, AND PASCHAL

RESEARCH AND WRITING II. The second year of the two-year program of research and writing. In addition to more advanced work of the kind involved in the first-year program, the student will assist in evaluating the work of first-year students and in judging first-year moot court arguments. Required of all second-year students. One semester-hour credit.

MESSRS. STANSBURY, BRYSON, BRADWAY,
AND PASCHAL

Upon recommendation of the Committee on Graduate Study, seminars not listed in the Bulletin may be created or arrangements made for supervision of special research by individual graduate students in any subject.

All matters presented in this Bulletin are subject to change as the University or the School of Law may deem expedient.

THE SCHOOL OF MEDICINE

Winter Quarter, 1956, begins January 3

Spring Quarter, 1956, begins March 26

Summer Quarter, 1956, begins July 2

Autumn Quarter, 1956, begins October 1

Winter Quarter, 1957, begins January 7

Spring Quarter, 1957, begins April 1

Summer Quarter, 1957, begins July 8

Autumn Quarter, 1957, begins September 30

General Information

Introduction

Duke University School of Medicine and Duke Hospital were established in 1930, through the munificent gift of the late James B. Duke. The School of Medicine and Hospital are located in the same building situated on the campus of Duke University. Both have been planned to insure the greatest correlation between the various departments. The students in the School of Medicine are accorded the same privileges and subject to the same laws and regulations as those of the other divisions in the University. Seventy-six students are admitted to the first year class each year and on October 3, 1955 three hundred and fourteen students were enrolled.

Aims of the School

Duke University School of Medicine, from its beginning in 1930, has maintained as its major objectives: (a) the cultivation and teaching of medicine on a strictly scientific basis; (b) the correlation of medical research with medical teaching at all levels of its teaching, and (c) the continuous search for and experimentation with new or improved methods of teaching scientific medicine. In order to attain these objectives, the School has been organized, its physical plant planned, and its administrative structure constituted so that there exists the closest possible academic and physical relationship between undergraduate and graduate work in the University and the School of Medicine, and also between the basic medical sciences and the clinical sciences within the School and its integrated teaching Hospital. The professional staff of the School is composed of two general categories, those with permanent appointment and unlimited tenure, and those with temporary appointment. The latter, the much larger group, is maintained on a highly fluid basis, which makes possible a high degree of selectivity in appointment for academic training and scientific research. The smaller group of permanent appointees has in every individual a background characterized by academic and scientific attainment. The professional, academic, and scientific environment created by the staff is thus such as to engender scientific inquiry and to encourage diligent pursuit of the medical sciences in all their relationships. The staff at all levels devotes its entire professional time to the activities of the School or Hospital.

Degrees

Doctor of Medicine. The degree of Doctor of Medicine is conferred on those who have completed, to the satisfaction of the Committee on Health Affairs, the twelve quarters of eleven weeks each of the curriculum of the School of Medicine, and have signed an agreement that they will spend at least two years of the succeeding three years in hospital or laboratory work acceptable to the Committee on Health Affairs. As a guarantee of this pledge the diploma is deposited in the Treasurer's office until after the completion of this training. At the time of graduation a temporary certificate is issued which must be returned prior to the delivery of the permanent diploma. Failure to fulfill this agreement constitutes a waiver of any claim to possession of the diploma and the degree Doctor of Medicine. At present one half of the required period of approved hospital or laboratory may be active duty in the Armed Forces or U. S. Public Health Service.

Bachelor of Science in Medicine. After the completion of six quarters in Duke University School of Medicine, Duke University, on the recommendation of the Committee on Health Affairs, grants the degree of Bachelor of Science in Medicine to medical students who have completed creditable investigative work, prepared an acceptable report of the investigation, and passed an examination upon the subject of investigation before an advisory committee. Students who elect to undertake work toward this degree must obtain written permission from the Committee on Health Affairs after approval of their program by the head of the department in which the work is to be done. No credit toward this degree is given for additional college work. All students in good standing are encouraged to undertake such investigative work as they may elect with the approval of the head of the department in which they wish to work. All requirements must be completed three months prior to the date on which the B.S. degree is granted.

Bachelor of Science in Medical Technology. A minimum of two years of approved college work is required for admission. The degree Bachelor of Science in Medical Technology is awarded upon successful completion of a twenty-one months' course. The registration fee which includes tuition, student health and diploma fee for the entire course, is \$300. Other student activity fees are optional. Further information as to specific requirements may be obtained from Dr. Haywood M. Taylor, Duke Hospital, Durham, North Carolina.

Master of Science and Doctor of Philosophy. Work leading to each of these degrees may be pursued in the preclinical departments. For further details concerning conditions under which these degrees are

awarded consult the Bulletin of the Graduate School of Arts and Sciences.

Student Government

Members of the student body elect an Honor Council, in which each class is represented. It is the duty of the Honor Council to hear all cases involving breaches of conduct on the part of members of the student body. All new students entering the School are required to comply with this system of government. The Council for 1955-56 is as follows:

Medical Care

With exceptions noted below, full medical and surgical care is furnished to all regularly matriculated medical students of the University who have paid the quarterly General Fee. This service is under the direction of the Physician in Charge with the co-operation of the Staff of Duke Hospital. It includes hospitalization (limited to thirty days), medical and surgical care, drugs, dressings, x-ray studies, and ward but not special nursing. A charge for board is made at the same rate as in the University dining halls. Refraction of eyes and treatment of teeth and of all chronic and pre-existing conditions, such as diseased tonsils, hernia, elective surgery, chronic skin conditions, endocrine disturbances, etc., or accidents or illnesses occurring during vacations or while off the campus are not included in this service. The cost of any necessary braces and orthopaedic appliances, as well as of special nursing must be borne by the patient. If the student has insurance providing hospitalization, surgical, or medical benefits, the benefits shall be applied to the cost of his medical care.

Facilities

Duke Hospital. Duke Hospital, an integral part of Duke University School of Medicine, has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both ward and private, white and colored, whether they come from Durham or from a distance. It has 591 beds, including 30 bassinets for newborn infants, and 20 premature nursery bassinets. *Medicine*, including dermatology and neurology, has 77 ward beds; *surgery*, including urology, otolaryngology, ophthalmology, and orthopaedics, 135 ward beds; *obstetrics*, including *gynecology*, 59, and 30 bassinets; *psychiatry*, 30; and *pediatrics*, 45. There are 225 private rooms and semiprivate cubicles, 12 air-conditioned operating rooms, 4 obstetric delivery rooms, and ward and student laboratories. Offices and examining

rooms for members of the Medical Faculty are located in the Hospital. The Hospital has been approved for internships and residencies by the Council on Medical Education and Hospitals of the American Medical Association, and is approved by the Joint Commission on the Accreditation of Hospitals.

Duke Hospital and its Out-Patient Clinic were opened for patients on July 21, 1930. Through December 31, 1954, 526,452 individuals have been examined, diagnosed and treated. The average daily census of hospital patients during the past year was 440; 188,499 visits were made to the Out-Patient Clinics during the same period. Twenty-one per cent of the patients come from within a radius of twenty miles, the remaining 79 per cent come from the other 99 counties in North Carolina and 36 other states and 3 foreign countries. The average distance traveled by the patient is more than seventy miles.

The Private Diagnostic Clinic was organized to co-ordinate the diagnostic studies, and to give better care to the complicated problems arising in the examination of private patients. The Clinical Staff of Duke Hospital and School of Medicine forms the professional staff of this clinic, while the financial side is handled by a business manager. The offices and examining rooms are in Duke Hospital, and all of the laboratory and diagnostic facilities of the Hospital and School of Medicine are utilized by the Clinic.

Veterans Hospital. The Durham Veterans Administration Hospital is located within walking distance of the School of Medicine. This 485 bed general hospital was opened in April, 1953. Its full-time professional staff are all members of the faculty of Duke University School of Medicine and the house staff training at Veterans Hospital and Duke Hospital are closely integrated.

Library.

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—SIR WILLIAM OSLER.

In addition to the General Library of Duke University and the departmental libraries of biology, chemistry, physics, etc., which have 1,130,000 volumes available for medical students, Duke Hospital Library contains 54,216 volumes of American and foreign medical literature and subscribes to 675 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 A.M. to 10:30 P.M. for the students, nurses, staff, and medical profession.

GENERAL INFORMATION FOR APPLICANTS

Years of college work required for entrance	3
Resident tuition and fees for first year (\$300 per. qtr.)	\$900
Non-resident tuition and fees	\$900
Estimated cost of equipment (books, supplies, etc.) first year	\$235
Estimated minimum cost of room and board for first year	\$600
Amount of non-refundable application fee	\$5
May give early decision to applicant preferring this school but offered a place in another school	Yes
Medical College Admission Test required	Yes

1956-57 FIRST YEAR CLASS

STATISTICS FOR 1955-56
FIRST YEAR CLASS

Size of first year class	76	Number of applicants	695
File application for admission between	Aug. 15, 1955 Dec. 1, 1955	Percentage of entering 1st yr. class who had completed four years of college	66%
Applicant will be notified of action on his application between	Nov. 1, 1955 Feb. 15, 1956	Percentage of entering 1st yr. class interviewed	98%
Amount of deposit fee required on or after January 15, 1956, to hold place in class if applicant is accepted	\$50	Percentage of entering 1st yr. class for whom results of the Medical College Admission Test were available	93.5%
Date entering class starts program	Oct. 1, 1956	Percentage of applicants who were women	3%
Address inquiries to: Committee on Admissions Duke University School of Medicine Box 3710, Duke Hospital Durham, North Carolina		Percentage of women in the 1st yr. class	4%
		Number of out-of-state residents in 1st yr. class	52
		Number of foreign residents included in the item above	1

Admission

"I request that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—James B. Duke.

Intelligence, character and a transparent integrity are the essential qualifications for admission.

A premedical student should be aware of the importance of a well-rounded general education as a preparation for the study of medicine and not limit himself to scientific courses. Experience has shown that the medical student with a considerable science background enjoys no advantage over his classmates with less premedical science preparation. The Admissions Committee believes that of greater importance than the specific subjects taken is the manner in which the college load is carried. The premedical student would be better advised to secure a knowledge of the principles and a thorough appreciation of the interrelations of the basic sciences than to accumulate credits in many courses. He should learn how to work independently, to observe critically and to analyze rather than to simply store the information presented. Good study habits and efficacious use of time are perhaps the most important tools a student can bring to the study of medicine. His choice of studies beyond those required for admission should be governed by his own chief interests and by the intellectual stimulus to be derived from the work. In general he should avoid courses in subjects which are included in the medical curriculum.

Application for Admission

During the period August 15 to December 1 application forms may be obtained by writing to the Committee on Admission, Box 3710, Duke Hospital, Durham, North Carolina. A check or post office money order for \$5, payable to Duke University School of Medicine, must accompany each request for an application. Do not send request and fee before August 15th. This fee is not refundable. Due to the large number of applicants to all medical schools candidates are advised to apply to at least four schools. Special consideration will be given to those applicants who may receive an acceptance from another school, and be forced to secure that acceptance with a deposit before hearing from Duke but who prefer to come to Duke.

Requirements for Admission

1. A minimum of ninety semester hours of approved college credit is necessary for admission to the school. It must include:

- (1) Two years of English of which the second year should be chiefly composition and theme writing.
- (2) Two years of chemistry, the first inorganic and the second analytic and organic.
- (3) One year of college physics.
- (4) One year of biology.
- (5) One year of mathematics.

2. Medical College Admission Test. This test is required of all applicants. It is administered by the Educational Testing Service, P. O. Box 592, Princeton, New Jersey. This test is given at many of the colleges throughout the country in May and November of each year. Arrangements for taking this test should be made by the student through his premedical advisor.

Selection

Selection is made during the period October 1 through February 15 for the students entering the following October. The data on each candidate are carefully screened by the Committee on Admissions. When further evidence is indicated a personal interview is requested. If the distance from Durham is permissible the interview is conducted here. Where the distance is prohibitive the candidates are referred to our regional representatives. Many factors are evaluated by the Committee in the selection process. In the end those students are admitted who show the most promise for exceptional future practice of medicine. The candidate is notified as soon as possible whether or not he has been accepted. If he has been accepted it is necessary to send a deposit of \$50.00 by the succeeding January 15 in order to insure enrollment. This deposit is applied toward tuition. Inasmuch as admission must be offered a considerable period in advance of matriculation the admission must be provisional upon the successful completion of the remaining college work. In addition a physical examination is necessary prior to enrollment.

Advanced Standing

Applications for transfer into the second and third year classes will be considered only if space permits. No applications for entrance to the fourth year will be considered. For entrance to the third year, Part I of the National Board Examination will be required as evidence of satisfactory accomplishment in the subjects of the first two years.

Curriculum

The first year is divided into two parts, each comprising one and one-half quarters. The next three years function on a quarter basis. No work is offered during the summer between the first and second years but the work of the last six quarters is offered each quarter permitting an optional accelerated program. In this manner, a student may take his summers off and complete the medical curriculum in the conventional four calendar years or he may take work during the summers between the second and third and/or third and fourth years and complete the medical curriculum in December or March of the fourth year. Approximately three-fourths of our students elect the accelerated program and many complete the required course work in December and begin internships on January 1, thereby saving six months. Graduation exercises are held only in June of each year so those who finish in December or March are issued certificates but the degree is granted at the following June commencement.

Every effort is made to emphasize the close relationship of pre-clinical and clinical instruction. Some members of the clinical staff assist in the teaching of preclinical subjects and demonstrate to the students of the first two years patients whose conditions illustrate the subjects being taught. Thus, from the student's first days, he is impressed with the interdependence of all branches of medical science. In the junior and senior years, preclinical instructors assist the clinical staff in presenting the underlying basis of disease.

An opportunity is offered in the curriculum for elective work. No credits are given, but opportunity is provided for each student on his own initiative to obtain additional training which he may feel to be necessary or desirable. Elective courses have been organized for small groups, or the time may be utilized in independent work (including research) in any department, clinical or preclinical. Arrangements for taking such courses or doing other work are made through the Curriculum Committee.

Students are encouraged to take a portion of their medical school work at other schools. Permission must be obtained in advance from the Committee on Health Affairs and the full tuition at Duke must be paid for that quarter. If the charges at the school where the work is taken are less than those at Duke they will be paid by Duke and if more the difference must be made up by the student. At the completion of the work in another school an examination in the subject will be conducted by the department at this medical school.

Promotion

Promotion committees composed of the heads of the departments offering instruction in those years periodically review the records of students. The Committee on Health Affairs, acting on recommendations of the promotion committees promote those qualified, warn those whose work is unsatisfactory, place on probation those whose work is very unsatisfactory and request the resignation of those considered unpromising candidates for the degree Doctor of Medicine. A student wishing to appeal this decision may do so to the Chairman of the Committee on Health Affairs within two weeks of his notification.

The Committee on Health Affairs reserves the right to require the withdrawal of any student at any time when, in the opinion of the majority of its members, he is unfit to continue his course.

Financial Information

Fees and Expenses

Listed below is a table of the approximate expenses per quarter of registration in the School of Medicine. These figures represent the average among the men, women, married and single medical students during the academic year 1953-1954.

ESTIMATED EXPENSES PER QUARTER

Tuition and fees, per quarter.....	\$307.50
Board	160.00
Room	90.00
Books	54.00
Laundry	38.00
Insurance, instruments and incidentals*	84.00
	<u>\$733.50</u>

All fees for each quarter are due and payable at the beginning of each quarter (including the first year). A fine of \$5.00 is charged for late registration after the first 5 days of the quarter. No credit will be given for any quarter in which the tuition has not been paid whether the work has been done here or elsewhere. Students who have been permitted by the Curriculum Committee to spend a quarter at another medical school or hospital may subtract the amount of tuition paid elsewhere from that due here for that quarter.

Information about rooms in the Men's Graduate Center and Epworth Hall on the Woman's College Campus may be obtained by writing to the Duke University Housing Bureau, Duke University, Durham, N. C. Information concerning loans, fellowships, and awards is given in the *Bulletin of the School of Medicine*.

* Microscope, sphygmomanometer, ophthalmoscope, otoscope and other equipment, which are required of each student and which must conform to rigid standards, may be obtained on a rental basis from the University.

Departments of Instruction

*Anatomy**

The required courses of instruction in gross human anatomy, histology, and neurology are scheduled for five and one-half days a week for a period of sixteen weeks during the first year. Emphasis is placed upon the study of material in the laboratory. In an attempt to utilize more fully the laboratory time, visual educational methods are employed as fully as possible. These techniques consist of colored motion pictures of demonstration dissections, colored lantern slides, and motion pictures, both embryological and neurological. All of the instruction is designed to be as informal and as nearly individual as possible. General principles and the functional viewpoint of living anatomy are stressed in the hope that the student may be stimulated to secure a working knowledge of anatomy in the broadest sense. Whenever possible, fresh tissues and living cells are made available for examination, and clinical cases exemplifying anatomical principles are studied whenever they are available at appropriate times. Through the co-operation of the Department of Radiology, the students are given an opportunity to study portions of the living human body as revealed by the fluoroscope and roentgenograph. The following elective courses are offered:

Demonstrations in Anatomy. Using dissections already prepared, weekly demonstrations of selected regions or systems are made by the members of the group. Sixth quarter—Two hours per week by arrangement. Second-year students in groups of 10.

Review in Anatomy. During the sixth quarter, a review in anatomy will be presented by the visual education methods outlined above, covering gross and neuro-anatomy, and histology.

Special Neuro-anatomy. Laboratory work and conferences upon selected portions of the human central nervous system. Limited to 6 junior or senior students. Two hours weekly by arrangement.

Brain modeling. Free-hand reconstruction in clay, from gross and sectioned material, of the chief tracts and nuclei of the human brain stem. By arrangement—4 to 10 students.

Experimental Neurology. An operative and laboratory study of the effect of various lesions upon the central and peripheral portions

* Staff Members of the Departments, the Hospital and Paramedical Courses are listed in the *Bulletin of the Medical School*.

of the nervous system. 4 to 8 junior and senior students by arrangement. Prerequisite—operative surgery.

Advanced Studies in Anatomy. These may be arranged at any time under the direction of the various members of the staff.

Review for Orthopaedic Anatomy. A one hour weekly review of the anatomy related to orthopaedic surgery.

Review for Surgical Anatomy. A one hour weekly review of the anatomy related to general surgery.

Biochemistry

The required course in biochemistry for first-year students is given over a period of sixteen weeks in the spring semester. The first phase is devoted to a survey of the chemistry of the materials fundamental to all life, proteins, fats and carbohydrates and the nature of enzymatic action. This is followed by consideration of those events in intermediary metabolism common to the life of all mammalian cells. Thereafter, the course in biochemistry is integrated with that in physiology. The special metabolism of muscle, nerve, the eye, the kidney, bone, connective tissue and the chemical aspects of digestion, respiration, electrolyte, acid-base and fluid balance are presented at such times with relation to the study of the physiology of these organs and processes as to facilitate integration and correlation of the two disciplines. The final phase of the program is a consideration of human nutrition. Throughout the course, the student performs laboratory experiments designed to illustrate and amplify concepts considered in lectures and conferences.

Since the success of the students in this course is largely determined by the adequacy and ready availability of their premedical training, it is urged that all students review the fundamental laws, theories, and facts of chemistry before the beginning of the course. A circular outlining the topics requiring special attention is sent to all students upon admission. Additional copies of the circular may be obtained from the Dean's Office.

Biochemical Research. The facilities of the department, including various types of research equipment and the clinical material of the blood chemistry laboratory, are available to properly qualified students for independent or supervised investigations. Chemical investigations of problems in biochemistry or in conjunction with the clinical and pathological departments may be carried on.

Chemistry of Proteins and Enzymes. A two-hour seminar is given weekly throughout the Autumn, Winter and Spring Quarters in alternate years.

Intermediary Metabolism. A two-hour lecture course and seminar conducted during Autumn, Winter and Spring Quarters. Given alternately with *Seminar in Nutrition*.

Advanced Seminar in Nutrition. A two-hour lecture and seminar course in modern nutritional concepts. Given alternately with *Intermediary Metabolism* during Autumn Quarter.

Biochemistry of Disease. A seminar course meeting once weekly to discuss etiology and pathogenesis of metabolic diseases from the biochemical viewpoint. Given in alternate years in the Spring Quarter.

Medicine

Introduction to Clinical Medicine and Physical Diagnosis. This course is initiated, in the fifth quarter, by introductory lectures, case discussions, and instruction in the methods of physical examination and history taking. Early in the course students begin work at the bedside in the examination of selected patients. Emphasis throughout is placed on instruction individually or in small groups. The interpretation and pathogenesis of all abnormal findings are stressed. The division of Neurology and Department of Psychiatry provide training in neurological and mental examinations. This plan of teaching continues in the sixth quarter, when, in addition, instruction in the more specialized methods of examination is provided through the co-operation of the Departments of Surgery, Obstetrics, Gynecology, and Radiology.

Clinical Microscopy is given in the fifth quarter. The course includes the essentials of hematology and the examination of fresh material, such as urine, stools, spinal fluids, sputum, transudates, and exudates. The most important parasites of man are studied by the use of fresh and museum material. Second-year and senior students are given opportunities for special work and for investigation. This course is supplemented in the Junior and Senior years by Hematology Conferences, which are held weekly, and Ward Rounds, which are held three times weekly.

Cutaneous Medicine and Syphilology. Instruction consisting of lectures, seminars, the study and treatment of patients in the out-patient clinics, and on the wards is offered as an elective course.

Junior and Senior Medicine. The medical students are assigned to the medical wards as clinical clerks for three-quarters of their time and, for the other part of their time, to the medical outpatient department where they examine patients.

Microbiology

Bacteriology, Immunology, and Mycology. The required course is given in the fourth quarter. An intensive study is made of the common bacteria, fungi, and viruses which cause disease in man. The scope of the laboratory course is reasonably wide and acquaints the student with all the methods and procedures employed in bacteriological laboratories. Most of the lecture time is devoted to the immunological and epidemiological aspects of infection. The instruction is designed to give the students a clear conception of: (1) how organisms gain entrance to the body, (2) the type of poisons which they produce, (3) the nature of immune bodies which are produced by the host, and (4) the methods of preventing the disease by active and passive immunization.

Research Bacteriology. Opportunities for original investigations are afforded a few specially qualified students.

Clinical Bacteriology. During their clinical clerkships on medicine (one quarter each for junior and senior classes), the students may perform the routine and special bacteriological work for the patients assigned to them on the teaching service, under the direction of the Department of Bacteriology and in parallel with the Biological Division of the medical clinic.

Obstetrics and Gynecology

Second year students receive 8 hours of instruction in the fundamentals of Obstetrics, Gynecology and Endocrinology during their course in physical diagnosis in the sixth quarter.

During one quarter of the junior year each student group attends Ward Rounds at 8:30 A.M. on Mondays, Wednesdays, and Saturdays; Preoperative and Predelivery Conferences on Tuesdays and Fridays; tutorials on Mondays, Tuesdays and Wednesdays; Pathology Conference on Thursdays and Staff Meetings on Fridays with members of the staff and the staff of other departments. They also attend an Endocrine Clinic once a week; an abnormal Obstetric Clinic once a week; regular Out Patient Clinic five times weekly for nine weeks.

The students for nine weeks during the Junior year are also assigned patients on the Obstetric and Gynecologic Wards.

Pathology

General Pathology. The course in general pathology is given during the fifth and sixth quarters of the curriculum, following completion of the prerequisite courses in anatomy, physiology, biochemistry and

bacteriology. All the work of the class is done with small groups, each under the guidance of a senior instructor and his junior assistant. The histological aspects of the pathological processes are studied coincidentally with the gross anatomical and physiological alterations of the tissues, thus maintaining a unity of conception of disease. As the various pathological processes and the diseases arising from their elaboration are studied by the student groups, assignments involving reports on the study of groups of cases are made by individual students. The group work and the individual student reports are supplemented by weekly conferences involving the class as a whole and dealing with problems presented by current autopsies and with other problems of general importance. Student collaboration in post-mortem studies is required. Cases thus studied are presented by the student before the class under the direction of the staff; this takes the form of a clinical-pathological conference in which each student plays a particular role.

Elective Courses. Special courses in pathology are given to students who have completed the course in general pathology. These courses are available through special arrangement.

Clinical-Pathological Conference. A weekly clinical-pathological conference for advanced study is held on Saturdays. It is open to all persons interested, but is designed especially for the Hospital and Medical School Staff. Attendance by all the students is expedient but is optional. Miscellaneous weekly pathological conferences dealing with current cases under treatment on the various services are held for instruction of the staffs concerned.

Student Research. Research facilities are provided for competent students. Those who show an interest in investigative work are given every encouragement and are allowed to work independently or in collaboration with the staff.

Postgraduate Instruction. The staff of the department is composed of senior nonresident and junior resident members. The resident staff consists of interns, assistant residents, and a resident; all of these are active teachers as well as advanced students of disease. Ample opportunity for the development of a career in the field of pathology is provided for these men.

Medicolegal Instruction. The department works in close cooperation with the local coroner's office. Special medicolegal investigation for others are undertaken from time to time. The department collaborates with other departments of the Schools of Medicine and Law in a course in legal medicine that is given in alternate years.

Pediatrics

Junior and senior students, during their medical quarters, have pediatric ward rounds one hour each week. These junior students

receive instruction in introductory pediatrics and the physical diagnosis of infants and children. The senior students are divided into three groups, each of which spends one quarter in pediatrics. During this quarter they are assigned in rotation as clinical clerks on the children's ward, in the nursery, pediatric out-patient department and the well-baby clinics—nephritis, cardiac, allergy, convulsive disorders and chronic pulmonary disease. In addition to ward rounds, a weekly staff conference and daily out-patient teaching clinics, special conferences are devoted to normal growth and development, pediatric roentgenology, practical aspects of pediatric nursing procedures and the preparation of diets for infants and children. Under the supervision of the Social Service Department, students visit homes to investigate the social, environmental and family aspects of disease in certain of their patients. Elective courses: Senior students may spend two weeks in general practice with Instructors in General Practice. In addition to the eight pediatric internships, there are four in which six months each are spent in obstetrics and pediatrics for graduates who plan to enter general practice. Six assistant residencies and two residencies are available.

Physiology and Pharmacology

The course in medical physiology is given during the sixteen weeks of the second semester of the first year. There are lectures, laboratories and conferences each week in which are presented the general principles of human physiology and their general application to the practice of medicine. The physiology and biochemistry courses are closely integrated.

The course in pharmacology is taught in the first quarter of the second year (fourth quarter). Lectures, laboratories and conferences deal with the mode of action of drugs in terms of biochemical and physiological processes.

Physiological and Pharmacological Research. The facilities of the department include modern types of research equipment. There are special facilities for research in the fields of respiration, high altitude physiology, circulation and cellular metabolism. Properly qualified students are encouraged to undertake original research in physiology and pharmacology under direction of various members of the staff.

Seminars. Each fall term a seminar for graduate students in physiology is conducted by the staff.

Preventive Medicine and Public Health

Preventive Medicine and Public Health. In the freshman year there are four lectures given to provide some basic orientation pedi-

cated upon the fact that disease has a community as well as a personal aspect and that the social component of illness is an important force in the work of the doctor as well as in the life of the community. The student is introduced to disease as a mass or community problem and to medicine as a social institution.

In the sophomore year there are a series of lectures. These cover the factors that are involved in causation of disease. The host factors, the environmental factors, and the various disease agents are inter-related. As a part of the host factors a series of lectures are devoted to the biological basis of genetics, genetic mechanisms, carrier states, and role of genetic constitution in pathogenesis of disease. During the first semester the course is correlated with bacteriology, and the various levels of application of preventive medicine to specific diseases are stressed with lecture and case presentation. During the second semester a series of lectures on epidemiological methods of investigation are given. The class is then divided into units for the practical discussions of the application of preventive medicine to case material. A term paper on one practical case application is required.

During the clinical years a series of correlative clinics are carried out. The various departments contribute to these. In addition stress is placed on the principles in certain out patient clinic functions.

Psychiatry

The objectives of the undergraduate teaching program in the Department of Psychiatry are to: (a) Bring to the medical student the basic information which he requires to comprehend his role in the community as a physician, to understand his relationship with patients, to appreciate the impact of disease upon the patient and to understand the influence of the psychic processes. (b) Provide the student with the knowledge of interviewing techniques and psychotherapeutic skills which can be utilized in the general practice of medicine. Instruction begins in the first year with the class meeting for one hour a week throughout the year. The course, "Introduction to Human Development and Behavior" includes lectures, clinical demonstration of patients and small group discussions. During the second year psychiatric concepts are presented in a course called "Psychiatry and Disease" which presents in some detail the topography of the mind, the common mental mechanisms, the concept of the unconscious, and the effects of these various factors on disease. Psychiatric teaching is integrated with other disciplines in the course "Introduction to Clinical Medicine." Twelve lectures are presented dealing with psychosomatic medicine, and a total of 30 hours of small group instruction permits the students to become acquainted with and to practice interviewing techniques with patients. In the third year the student

is assigned to the In-Patient Service of the Department of Psychiatry where he has an opportunity to come in contact with patients who have serious emotional disturbance. Emphasis is placed upon recognition and proper referral of seriously disturbed patients. Lectures and demonstrations conducted during the first two quarters of the third year are devoted to psychiatric disorders with a review of symptomatology, etiology and treatment. Each senior student spends a total of 44 hours in one quarter in the Out-Patient facility of the Department of Psychiatry. The senior student under close supervision, conducts psychotherapeutic interviews and observes the psychotherapeutic efforts of a senior psychiatrist.

Specialty training in the field of psychiatry is offered professionally qualified physicians who have completed at least one year of internship. Completion of such training meets the requirements of the American Board of Psychiatry and Neurology. The major areas of residency training are the Psychiatric In-Patient Service, the Adult Out-Patient Clinic, Psychosomatic Medicine and the Durham Child Guidance Clinic.

Radiology

The student teaching schedule in roentgenology consists of a course in roentgen diagnosis and a course in therapeutic radiology. The first is offered during each scholastic quarter on Tuesday and Thursday of each week. The fundamental physics of x-ray is discussed, with the chief emphasis being placed upon the anatomical, pathological and physiological bases for the interpretation of x-ray films. The course is conducted in seminar fashion and no formal lectures are given. The students participate in and lead discussions with the instructor serving as the moderator. An attempt is made to acquaint the student with the aids of roentgenology in diagnostic problems. The correct use of x-rays in diagnosis is stressed.

Therapeutic radiology is given one hour weekly during each quarter. At these sessions the general problem of the treatment of benign, inflammatory and malignant lesions by x-ray and radium is discussed and the accepted views of the combination of these therapeutic agents with surgery is stressed. Representative cases are demonstrated, and the follow-up results are particularly stressed.

A limited number of senior students are permitted to attend routine film reading sessions in the Department of Radiology. They are also instructed in the fundamentals of fluoroscopic examinations and shown the many pitfalls of the inexperienced fluoroscopist.

X-ray conferences are scheduled with each specialty in the X-ray Conference room with weekly schedules. All x-ray cases on that service the preceding week are shown and briefly discussed for benefit of

the house staff and attending students. At the present weekly conferences including the Ear, Nose and Throat, Orthopaedics, Neurosurgery, Thoracic surgery, Pediatrics, Cardiac, Gastro-intestinal, Urology are held and used as part of the teaching program. Tuesday and Friday afternoons special x-ray conferences of x-ray pathology are held. X-ray Pathology conference 5 to 6 P.M. each Wednesday afternoon is given in the autopsy room.

Each Wednesday evening a conference is held by the members of the x-ray staff and visiting radiologists. Difficult cases are brought up for discussion and diagnosis.

A regional x-ray conference is held the last Thursday in each month, alternating with the University of North Carolina.

A complete radioisotope laboratory facility is available for diagnostic and therapeutic applications of radioisotopes. Radio-iodine is used routinely in the evaluation of thyroid function and in the treatment of hyperthyroidism and thyroid carcinoma. Radiophosphorus and radiogold are used in cancer therapy.

An investigative program using radioisotope labeled materials is concerned with normal and abnormal physiology of the gastro-intestinal tract. As a result of this, routine clinical tests using radioisotope labeled compounds are now in use in the evaluation of gastro-intestinal function. Other research programs in progress are concerned with cardiovascular, pulmonary and renal function, both in normal and abnormal patients.

A training program in the physics, radiation protection, routine handling, and application of radioisotopes in medicine is a part of the Radiology Resident's Program. This is available to a select few of the residents in other departments.

Surgery

Introduction to Surgical Technique. This course is given in the 5th quarter of the curriculum and is designed primarily for instruction and practice in the principles of asepsis and their application in surgery. This is accomplished through the medium of a series of major operative procedures on animals under conditions closely simulating those in human surgery. In the process, the student receives intensive training in the techniques fundamental to operative surgery and to the principles and practice of surgical anesthesia.

General Surgery. In the sixth quarter the students, during their course in physical diagnosis, attend clinics and demonstrations arranged to familiarize them with the techniques of examinations and diagnostic procedures used in general surgery and the surgical specialties. They also have the opportunity in this quarter to become familiar with certain basic principles in aseptic and atraumatic surgery and

in isolation technique. The *junior* students, during their surgical quarter, attend ward rounds in surgery and the surgical specialties, act as clinical clerks on the wards and assist in the operative treatment of patients assigned to them. The surgical students in the *senior* year attend ward rounds in general surgery and the surgical specialties in the mornings and assist in the surgical out-patient clinics in the afternoon. Also in groups of two for the proportionate time available they are assigned to the emergency division of the out-patient clinic where they assist in the diagnosis and care of urgent conditions.

Otolaryngological Division. An introductory course of instruction in the use of otolaryngological instruments, with a review of normal anatomy, is given to second-year students in the sixth quarter. Clinics during all quarters of the year are given to junior students; students during their surgical quarter work in the otolaryngological out-patient clinic as assigned. Ward rounds are held separately each week for third- and fourth-year students. Patients are assigned to junior students during the surgical quarter. Amphitheatre lectures or clinics are given once each week for one quarter for third- and fourth-year students.

Ophthalmological Division. During the sixth quarter second-year students receive instruction in elementary ophthalmology. During the junior surgical quarter the students may elect to work in the ophthalmological out-patient clinic as assigned, and assist in the study and treatment of eye diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the out-patient clinic all patients assigned to him. For those who manifest an unusual interest in this specialty, provision will be made for more advanced work. Throughout the junior surgical quarter the students attend ophthalmological ward rounds for two hours each week. During either their third or fourth academic year clinics covering the more general neuro-ophthalmological and medical problems are given.

Orthopaedic Division. In the sixth quarter an introductory course is given. During the surgical quarters the junior and senior students attend weekly ward rounds of one hour each in orthopaedics and fractures. Students in their senior surgical quarter are assigned in rotation to the orthopaedic out-patient clinic. These students also attend orthopaedic staff rounds at 5:30 P.M. Mondays through Fridays. An elective course in the treatment of fractures, limited to three students, is offered during the junior and senior surgical quarters. An elective course in physical therapy is also offered during these quarters. Arrangements may be made for students who so desire to do research or experimental work. They may also attend the state orthopaedic clinics as held.

Urologic Division. In the sixth quarter, second-year students are given a course of lectures and practical demonstrations in urologic physical diagnosis in the normal individual. Ward rounds on urologic patients are given every Saturday at 8:30 A.M. for third- and fourth-year students in their surgical quarter. Small groups are selected from the senior surgical group of students and assigned in rotation to the urologic out-patient clinic. During one quarter of the year, urologic clinics are given weekly for the junior and senior classes. These clinics deal with the affections of the male and female urinary tract and of the male genital tract. One of the senior staff meets twice each week with groups of third-year students assigned to the specialty wards for an hour's consultation to clear up any patient problems they have or to discuss any other urologic problems with these students who are just beginning their urologic training. Third year students are also given ward rounds by a senior staff member once a week at the Veterans Hospital. Clinics for urethroscopic and cystoscopic investigation and for the more technical methods of urologic diagnosis and treatment are held Monday, Wednesday, and Thursday from 1:30 to 5:00 P.M. and Tuesdays and Thursdays from 9:30 A.M. to 12:30 P.M. throughout the year. X-ray conferences on all urologic cases are held Tuesday, Thursday, and Saturday mornings from 8:30 to 10:00 and are followed by staff rounds. Three senior students may select one of these cystoscopic clinics, x-ray conferences, and staff rounds as an elective. *The Urologic Journal Club* meets each week, and members of the staff review their respectively assigned journals. Interested students are welcome. Urologic pathology conferences are held twice a month throughout the year with the cooperation of the Pathology Department.

Division of Plastic, Maxillofacial, and Oral Surgery. Didactic lectures are given to both the third- and fourth-year students to familiarize them with the basic principles of plastic, reconstructive, and destructive procedures. Bedside ward rounds and demonstrations are held twice weekly to illustrate these basic phenomena of trauma, disease, and reconstruction. Fourth-year students work in the Plastic Surgical Clinic which meets daily, with special reference on Wednesday which is the Plastic Surgical and Oncology return or follow-up day. Opportunity is afforded interested students to observe moulage and cast work, cosmetic restoration of color, the making of prosthetic appliances, etc. The Oral Surgical Clinic has three dentists and oral surgeons in attendance and is in operation five and one-half days each week. Associated closely and allied with the plastic surgical service, is the Medical Speech Pathologist and Audiologist, who has charge of the Speech Correction Program.

The Division of Medical Speech Pathology will work in close co-

operation with the Division of Plastic and Oral Surgery, the Division of Otolaryngology, and the Departments of Pediatrics and Psychiatry. Weekly lectures are given to familiarize students with the various types of speech defects and abnormalities which are encountered in both children and adults. The pre- and postoperative followup cleft palate patients are seen and evaluated each Wednesday afternoon in conjunction with the Plastic Surgical Clinic. Clinics will be arranged as desired with other departments. Speech instruction and therapy are given daily by appointment.

Neurosurgical Division. During all four quarters, separate weekly ward rounds are held for the junior and senior surgical groups. Emphasis in these rounds is placed upon the recognition of neurosurgical problems, followed by observation of the operative and post-operative procedures. Weekly x-ray and pathological conferences are held, and these may be attended by interested individuals. Tumor clinic conferences are held bi-monthly, on each second and third Thursday of the month.

Division of Thoracic Surgery. During the academic year ward rounds, lectures and demonstrations are held to acquaint the third- and fourth-year students with the principles and practice of surgery of the chest. The anatomy and physiology of the respiration and circulation are reviewed and their application to thoracic surgery is stressed. X-ray diagnosis is emphasized and frequent pathology conferences are held to give the students a well-rounded knowledge of the surgical diseases of the chest.

Dentistry. Second-year students, in the sixth quarter, are instructed in the principles of dentistry.

Division of Anesthesiology. Junior and senior students, are given a series of lectures by the medical anesthesiologists in the Amphitheatre during the surgical lecture hour. Following a brief history of anesthetic drugs, the response of the body to such drugs is discussed. The physiological basis of the reactions encountered in the operating room is stressed and the rational for choice of agents for various patients is presented. A six days' concentrated course of training in the administration of anesthetic agents is given to each senior medical student during the senior surgical quarter. These students observe and administer anesthetics under the supervision of staff anesthetists.

Legal Medicine Toxicology

This course embraces a discussion of the relation of physicians to legal criminal procedures, jurisdiction of the coroner and medical examiner, laws governing the dead human body, personal identity of the living, and the dead, the medicolegal autopsy, traumatic, injuries and fractures, rape, abortion, asphyxial death, homicidal, suicidal, and

industrial poisoning, alcoholism, the examination of blood, stains, fibers, and the detection of malingering. This course is open to junior and senior students and is given in alternate years. Discussions of medicolegal problems for the house staff and senior students, and joint conferences of the medical and law students also are held.

Undergraduate Cancer Training Program

(Supported by a grant in aid from the U. S. Public Health Service)

During the first quarter, a course in surgical pathology is available to interested senior students. Classes are held twice weekly; each class is two hours. The sessions are informal. Gross and microscopic materials with clinical abstracts are readily available. Clinico-pathological correlation is stressed throughout the course.

During the second and third quarters, weekly seminars are held on various phases of the tumor problem. Clinico-pathological correlation is stressed as the viewpoints of the clinician, radiologist, and pathologist are presented. General practitioners, members of the clergy, the social service division, and nursing staff are invited to discuss certain aspects in the care of patients with neoplasms.

In addition, the Undergraduate Cancer Training Program staff participates in the teaching of neoplasia to the sophomore students. This is done as a supplementary program to the students as they are being taught the principles of neoplastic disease by the Department of Pathology. New material is presented to them, and here the clinico-pathological approach to the problem of neoplasia has special emphasis. In this phase of the program those regions of the body in which the frequency of tumors is highest are selected for study.

The Program, through its secretarial and social service personnel and its follow-up studies, is a valuable adjunct in the clinical training of the students. Contact is maintained with discharged patients and regularly scheduled appointments are made for their return visits to the various outpatient departments for periodic evaluation and indicated therapy. The program maintains an active tumor registry and, through the secretarial staff, this information is made available for study of particular phases of the tumor program.

A special feature of this teaching activity is the individual student project program. Twenty tumor study projects are planned for volunteer students, each project dealing with a particular problem in neoplasia. These projects are undertaken by students entering their third undergraduate year and continue through the fourth undergraduate year. This program is under the direction of the Coordinator, each student being guided in the accomplishment of his project by a member of the clinical staff who serves as his personal tutor.

Duke Hospital

Internships and Residencies

Straight internships of one year duration are available in Medicine, Surgery, Obstetrics-Gynecology, Pediatrics, Psychiatry and Pathology. Mixed internships are available in Obstetrics and Pediatrics. A stipend of \$25 per month is offered in Medicine, Surgery and Pediatrics plus room, board, laundry and uniforms. An allowance of \$12.50 is paid to married house officers in lieu of a room in the house staff quarters. Appointments are from July 1 through June 30, although special arrangements can be made with individual department heads.

Assistant Residencies and Residencies are available in the following services: internal medicine (allergy, cardiovascular diseases, dermatology-syphilology, gastroenterology, neurology, and pulmonary diseases), surgery-general (neurology-surgery, ophthalmology, otolaryngology, orthopedic surgery, plastic surgery, thoracic surgery, urology, oral surgery) pediatrics (pediatrics and obstetrics), obstetrics and gynecology (endocrinology), psychiatry, anesthesia, pathology, and radiology.

Application forms for all internships may be obtained by writing to the Superintendent, Duke Hospital, Durham, North Carolina. Graduates of any Class A medical school are eligible for internships. Appointments are open to women and to graduates of accredited foreign medical schools. Duke Hospital participates in the National Intern Matching Program, Inc.

After completion of an internship in Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in the above listed specialties plus Biochemistry, the Student Health Service or as fellows of the Private Diagnostic Clinics at a salary of \$250 to \$800 per year plus maintenance. A smaller number may be eventually promoted to the residency in the above listed services at an annual salary of \$500 to \$1300 per year plus maintenance. Application should be made to the head of the department concerned.

The Hospital and School of Medicine are an integral part of the Duke University campus, and its educational, recreational and athletic facilities are available for the Resident Staff.

The Veteran's Hospital opened on April 6, 1953 and located within walking distance of Duke Hospital, is integrated with the Duke Hospital house staff training program. House officers on certain services may be assigned to either hospital for parts of a year. Administra-

tively, the hospitals are separate but educationally they are closely integrated. The Medical Staff of the Veteran's Hospital is supervised by a Dean's Committee composed of faculty members of the Duke School of Medicine. Certification of training is provided by Duke Hospital.

In addition, the Undergraduate Cancer Training Program staff participates in the teaching of neoplasia to the sophomore students. This is done as a supplementary program to the students as they are being taught the principles of neoplastic disease by the Department of Pathology. New material is presented to them, and here the clinico-pathological approach to the problem of neoplasia has special emphasis. In this phase of the program those regions of the body in which the frequency of tumors is highest are selected for study.

The Program, through its secretarial and social service personnel and its follow-up studies, is a valuable adjunct in the clinical training of the students. Contact is maintained with discharged patients and regularly scheduled appointments are made for their return visits to the various outpatient departments for periodic evaluation and indicated therapy. The program maintains an active tumor registry and, through the secretarial staff, this information is made available for study of particular phases of the tumor program.

Postgraduate Study

Graduates in medicine are welcomed at the various clinics and demonstrations in medicine, surgery, obstetrics, and other specialties, which are held from 9:30 A.M. to 12:30 P.M. each Saturday, as well as at the daily ward-rounds in the mornings, and the out-patient clinics in the afternoons. They can start at any time and remain as long as they wish. Additional special work in any department for a period of not less than three months may be arranged by consultation with the head of the department concerned. A certain number of residencies also are available at Duke Hospital in medicine, surgery, obstetrics and gynecology, pediatrics, psychiatry, neurology, dermatology, orthopaedics, urology, otolaryngology, ophthalmology, roentgenology, pathology, and biochemistry. Further information can be obtained by writing to the chairmen of the departments.

Returning veterans are requested to register on arrival at the Dean's office, and with Mr. Oscar Petty, Jr., 102A Allen Building, who will assist them in applying for Veteran's benefits.

Paramedical Courses at Duke Hospital

Dietetics

In addition to the dietetic training of the students of the Schools of Medicine and Nursing, fourteen dietetic interns may be admitted to the Program of Dietetics and given the certificate of graduate dietitian after the successful completion of one year's internship. The entrance requirements are a Bachelor's degree from an approved university or college, with majors in nutrition and institutional management, and the courses in chemistry, biology, social science, and education recommended by the American Dietetic Association. The course for dietetic interns provides instruction in all phases of hospital and institutional dietetics, including experience from the buying and storage of food to its service to the patients according to the physician's orders. Interns may apply some of their time in securing graduate credit.

The course starts the first of September. All students pay a registration fee of \$10 at the time of appointments. Additional fees are charged if the intern takes additional work in the University for an advanced credit. Maintenance is provided. More detailed information and application blanks may be obtained from the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Hospital Administration

Eight internships in hospital administration leading to a certificate are available to university graduates whose character, tact, and ability for leadership are good, and whose academic standing is high. These internships are of two years' duration and pay a small salary in addition to room, board, and laundry. Vacations of two weeks are allowed during each year of internship.

The instruction is practical rather than theoretical in emphasis. The interns are rotated through seven different assistant administrative positions in the Hospital. There is also a weekly seminar lasting two hours and two classes lasting one hour each during the week.

The interns may register in the Graduate School of Duke University, and receive the A.M. degree after the successful completion of a thesis and twenty-four semester hours of university courses in various fields. This additional work will add one year to the program. Further information may be obtained by writing to the Superintendent, Duke Hospital, Durham, N. C.

Medical Art and Illustration

The function of this Division is to produce, for staff members allied to medicine, visual aids by way of various art and photographic methods. These visual aids are used to enhance the medical records and to aid in research and education. Services offered by this Division are: 1. Medical Art: Illustrations, by means of various artistic techniques, depicting anything perceptible to the eye, the existing but unseen and even the theoretical, as well as mechanical drawings, diagram, charts, graphs, lettering, casts, models, exhibits, etc. 2. Medical Photography: Illustrations of anything to which available photographic equipment will respond. This Division produces still and motion pictures, microphotographs, pictures of the retinae, photographic copies, film strips, lantern slides, enlargements and contact prints. Services offered directly for the patient's benefit are: Production of various types of anatomical prostheses and instruction in the use of opaque cosmetics. Facilities for individual training in specific techniques or methods employed by this Division are available. No academic credit is given. Prerequisites, tuition, time and type of training are determined by the Chairman of this Division. No regular courses of instruction in medical art and photography or their allied fields are offered.

Medical Record Library

A twelve months' course for the training of medical record librarians which has been given full approval of the American Association of Medical Record Librarians and the American Medical Association, includes three months of classes and nine months of internship with rotation through inter- and extra-departmental stations. Applicants are judged individually for eligibility, and education, training, and experience are all taken into consideration. The curriculum provides instruction in the theory of medical record library science, and an introduction to anatomy, physiology, pathology, medical and operative terminology, and medical diction. Instruction is given by members of the faculty of the School of Medicine, with special lectures on hospital management and correlation of various hospital departments, as well as seminars on legal aspects and administrative uses of medical case records. Internship includes application of class work in actual practice and covers all phases of medical record library work. The course starts in October. The tuition fee is \$175.00 and does not include maintenance. A certificate is awarded upon successful completion of the course. Applications may be made to the Medical Record Librarian, Box 3307, Duke Hospital, Durham, N. C.

Medical Technology

The course in laboratory technique, which includes training in blood chemistry, clinical microscopy, bacteriology, serology, basal metabolism, etc., is approved by the Board of Schools of Medical Technology of the American Society of Clinical Pathologists. The course lasts twenty-one months, the next class beginning September, 1956. The registration fee is \$300 which includes tuition, student health and diploma fee for the entire course. There are no additional fees except for breakage. Other student activity fees are optional. The students live in town at their own expense. A minimum of two years of approved college work is required. The degree of B.S. in Medical Technology is awarded upon successful completion of the course. Information as to the specific requirements may be obtained from Dr. Haywood M. Taylor, Duke Hospital, Durham, North Carolina.

Nurse Anesthesia

Courses available to graduate nurses include an eighteen months' course for nurses who have had no experience in anesthesia, and a nine to twelve months' course for nurses who have had five years of practical experience but no formal training in the specialty. Instruction embraces the theoretical aspects and clinical application of all drugs and techniques in accepted usage. The program is divided into quarters. The major part of the basic theoretical instruction is given during the first three quarters. After a pre-clinical period of eight weeks, clinical practice runs parallel with the theoretical program. One class is accepted annually and enrolled on January 15. All appointments for the current year are made by September 1 of the preceding year. Graduates of these courses are eligible to take the examination given by the American Association of Nurse Anesthetists. Tuition is \$150.00 and \$100.00 respectively. Additional information concerning these programs for nurses may be obtained from Mary B. Campbell, R.N., Box 3094. Duke Hospital, Durham, North Carolina.

Nursing

School of Nursing. Two programs are offered in the undergraduate school of nursing, one leading to a diploma after three years of study and the other leading to a B.S. in Nursing after four years of study. Further information concerning the School of Nursing may be obtained by writing to the Dean of the School of Nursing, Hanes House, Duke University, Durham, North Carolina.

Practical Nursing Division of the Vocational Education Depart-

ment of the Durham City Schools, Duke Unit. After three months of classroom instruction at the Hillside High School, nine months are spent in classes and practical training at Duke Hospital. At the completion of this course, the student receives a certificate in practical nursing and is eligible for licensure as a practical nurse in North Carolina.

Occupational Therapy

Occupational therapy is available to any patient during his hospitalization, or as an out-patient following referral by his physician. The division assists in teaching students in nursing, medicine and physical therapy. Students in occupational therapy from accredited schools receive their general medicine and surgery affiliation in the Division.

Further information may be obtained from the Division of Occupational Therapy, Duke Hospital, Durham, N. C.

Physical Therapy

A fifteen months' course in physical therapy is offered for men and women graduates of accredited colleges, and for selected applicants who have completed ninety college semester hours, including credit in the biological sciences, physics, chemistry and psychology. The curriculum provides instruction in anatomy, physiology, kinesiology, pathology, psychology, electrotherapy, neuropsychiatry, therapeutic exercise and the principles of rehabilitation. Instruction in the clinical subjects is given by members of the faculty of the School of Medicine. Clinical training will be given at Duke Hospital and affiliated institutions and includes supervision of orthopaedic problems in the Durham Public Schools. The course starts in October. The tuition fee is \$450 plus \$35 for medical fee, and does not include maintenance. A certificate is awarded upon successful completion of the course. Twenty hours of credit may be earned toward the baccalaureate degree.

Further information and application blanks may be obtained from the Division of Physical Therapy, Duke Hospital, Durham, N. C.

Prosthetic and Orthopedic Appliances

The function of this department is to produce for the medical profession prosthesis and orthopedic appliances. Facilities for individual training in specific techniques or methods employed by this department are available. At the completion of four years' training you are eligible to take the examination of American Board of Certification.

Social Service

Medical and psychiatric social casework service is available to all patients who have emotional, environmental, or economic problems connected with their illness.

The department also assists in teaching social environmental aspects of illness and medical care through consultations and lectures to the students of the Schools of Medicine and Nursing. In addition, it serves as an agency for supervised field work for students of the Graduate School of Social Work of the University of North Carolina and Atlanta University School of Social Work. Further information concerning training for advanced students may be obtained from the Social Service Department, Duke Hospital, Durham, North Carolina.

X-Ray Technology

The course in x-ray technology includes training in radiographic and x-ray therapy technic. The curriculum has been planned with the thought of giving the student x-ray technician a basic knowledge of the principles involved along with an introduction to the technical aspects of radiography. Applicants for training in x-ray technology should satisfy one of the following requirements: two years of college, graduate nurse, or special student without either of these requirements who might be appointed by the committee on admissions. The course is of twelve months' duration and the following subjects are presented: Anatomy and Physiology, General and Radiographic physics, Processing and Chemistry of x-ray film and Solutions, Fundamentals of Exposure Factors, Medical Terminology, Standard and Special Positions in Radiography, X-Ray Protection and Apparatus Maintenance. The tuition fee is \$25.00 payable on admission. Other student activity fees are optional. The University educational, recreational and athletic facilities are available to the students. Students are admitted on September 1 each year. Applications should be filed by February 1st. No maintenance is provided, therefore students live in town at their own expense. A certificate is awarded to those who successfully complete the course. The course is approved by the Council on Medical Education, American Medical Association, American College of Radiology, American Registry of X-Ray Technicians and The American Society of X-Ray Technicians. For further information, write: Professor of Radiology, Duke Hospital, Durham, N. C.

THE SCHOOL OF NURSING

Fall Semester begins September 20, 1956

General Information



Programs

THE School of Nursing offers two programs; a three-year program leading to a diploma in Nursing and a four-year program leading to the degree of Bachelor of Science in Nursing. Graduates from these programs are eligible to take the State Board Examination for the title of Registered Nurse. The Division of Nursing Education of Duke University offers to graduate nurses a program leading to the degree of Bachelor of Science in Nursing Education. This division is closely associated with the School of Nursing and the program is described in this bulletin, but admission is through the Woman's College.

The courses leading to the diploma are designed to provide an educational program enabling the students to develop skills, knowledge, and attitudes needed for nursing service in hospitals and homes. Included in the program are experiences in the classroom, in the laboratory, and in Duke Hospital. Students in this program participate in general campus activities and share with other undergraduates opportunities for personal development. Students who wish to work toward the diploma in Nursing must apply for admission to the School of Nursing of Duke University.

Students in the program leading to the degree of Bachelor of Science in Nursing have the opportunity to secure a background of knowledge and appreciation as well as skills and attitudes which aid them in interpreting their experiences in nursing. Included in this program are classroom and laboratory experiences with the students in the colleges and clinical experience in nursing with the students and personnel in Duke Hospital and other community agencies. Students in this program are prepared for first level positions in hospitals. Graduate nurses who meet the requirements for admission may be admitted to this program.

The program leading to the degree of Bachelor of Science in Nursing Education is planned for nurses holding a diploma in Nursing who wish to prepare themselves as teachers in schools of nursing or administrators in nursing service. Students who wish to work toward the degree of Bachelor of Science in Nursing Education must apply for admission to the Woman's College of Duke University.

History

The School of Nursing of Duke University was established in 1931 in association with the School of Medicine of the University and Duke Hospital through the gift of the late James B. Duke. The School of Nursing is a member of the Committee on Health Affairs which promotes the common interests of the Medical School, School of Nursing, and Duke Hospital. A curriculum Committee, appointed by the President with representation from the administration of the University, the undergraduate colleges, the Medical School and the School of Nursing supervises the curriculum of the School of Nursing.

Facilities

The facilities for instruction include the facilities available in the undergraduate, professional, and graduate schools and colleges of Duke University and the clinical facilities of Duke Hospital and of the North Carolina Cerebral Palsy Hospital. The facilities of the Veterans Hospital in Durham may be made available at some future time.

In a wing of Hanes House are located the administrative offices of the School of Nursing, a large classroom seating 100 people and equipped with audio-visual aids, a small classroom seating 50 people and equipped with a screen and movie projector, a nursing arts laboratory with equipment for nursing practice for sixteen students, a conference room for faculty committees, small discussion groups and student council meetings. The School of Nursing also uses the laboratories of the Medical School for courses in science and classrooms in the hospital for clinical nursing courses.

A reference library of 2,404 books and periodicals of special interest to students majoring in nursing is located in Hanes House. Students may use the general libraries on the East and West Campuses and the Duke Hospital Library. A collection of visual aids including films is being assembled with an index in the library for the use of students and instructors in the School of Nursing.

Duke Hospital has every modern convenience for the diagnosis, proper nursing care, welfare and comfort of the patients including 562 hospital beds, 30 bassinets, a large public out-patient department, a large private diagnostic clinic and offices and examining rooms for the doctors who serve on the staff of the hospital. There are very close relationships established between the hospital and the Health Departments in North Carolina. A system for referral of patients to the nursing service of the Health Departments has been established between the supervisors of the nursing service in the hospital and the nursing service of the Health Department.

The beds in Duke Hospital are assigned to the various services as follows: Medicine, including dermatology and neurology, has 155 beds; surgery, including urology, otolaryngology, ophthalmology, and orthopaedics, 257; obstetrics, 37; and 30 bassinets; neuropsychiatry 30; and pediatrics, 83. There are 209 private rooms and semiprivate cubicles included in the figures above; 12 air-conditioned operating rooms, 2 obstetric delivery rooms. Except for emergencies, all patients are admitted to the hospital from either the out-patient clinic or the private diagnostic clinic.

The hospital has been approved for internships and residencies by the Council on Medical Education and Hospitals of the American Medical Association and is approved by Joint Commission for Accreditations of Hospitals.

The out-patient department has an average of 344 visits per day. All services including psychiatry carry on an active program in the out-patient departments. Students are assigned to the out-patient department during their program in the School of Nursing. The first assignment is in the first year, to give the student some knowledge of the background of her patients; subsequent assignments are planned concurrently with the experience on each service.

The Summer Session

The programs in the School of Nursing include courses in the Summer Session each year. Students in the School of Nursing have their courses approved in the School of Nursing and pre-register with the Summer Session office. Students from other colleges and universities who are admitted to the School of Nursing with advanced standing are expected to enroll in the Summer Session to make up deficiencies. Arrangements for registration are made through the office of the Dean of the School of Nursing.

The Summer Session of 1956, will include two terms: Term I, June 12 to July 17, Term II, July 19 to August 23. By attending both terms it is possible for a student to earn as many as twelve semester hours of credit.

While the basic purpose of the Summer Session is to serve the academic and the professional requirements of those who are interested in their own educational advancement, the University recognizes the need of, and provides for, a varied recreation program both athletic and social.

University fees are charged at the rate of \$15 per semester hour for those admitted with advanced standing. Board at Duke Hospital is \$10.00 per week per person, room is \$5.25 per week for each occupant of a double room, and laundry is \$0.50 a week. A bill will be sent to all pre-registered students to permit payment in advance.

Awards

THE FLORENCE NIGHTINGALE PLAQUE: The Florence Nightingale plaque is awarded to a graduating student by the Alumnae Association for leadership, scholarship and nursing skill.

THE MOSELEY AWARD: The Moseley Award of \$25.00 is given to the student in the senior class who has shown the most skill in Nursing Arts throughout her program in the School of Nursing.

Student Government Association

The purpose of this organization is to regulate all matters pertaining to the life of women of Duke University School of Nursing not under the jurisdiction of the faculty; to increase a sense of individual responsibility; and to cooperate with the faculty in creating and maintaining high ideals for the nurses of the University.

THE HONOR SYSTEM: The purpose of the Honor System is to secure the cooperation of the student body in maintaining honorable conduct in all relations of student, professional and social life. It applies to every student in the School of Nursing. The Honor System is a vital directive force in all phases of each student's life and is a major working part of the Student Government Association.

Santa Filomena

Santa Filomena, the Senior Honorary of the Duke University School of Nursing, was organized in April, 1944, under the sponsorship of the 1943 class. The purpose of this organization is to recognize achievement and promote leadership.

The members are chosen from the rising Senior Class and are publicly tapped by the old members at the first meeting of the SGA in their senior year, the number chosen not exceeding nine or being less than five. Each candidate must show recognized qualities of leadership or must have made some contribution toward the betterment of the School of Nursing. She must have demonstrated superior nursing abilities and her scholastic record must be C or above throughout her first two years.

Santa Filomena strives for better interclass relations, and to promote better nursing and higher nursing standards. The specific objectives are chosen by the members each year. All proceedings of the meetings of this organization are held in secrecy as are all ceremonies except the public tapping of the new members. The Santa Filomena's flower is the white lily and the members wear a small gold Florence Nightingale lamp.

Admission



Application for Admission

APPLICATIONS for admission to the School of Nursing should be made to the Committee on Admissions of the School of Nursing, Hanes House, Duke University, Durham, N. C. Application forms will be sent on request.

Admission

Applicants may qualify for admission to one of the two programs in the School of Nursing as members of the Freshman Class or as students with advanced standing. Since the profession of nursing requires women with a high sense of integrity and responsibility, with culture and intelligence, whose predominant interest is service, the Admissions Committee will select the applicants who, in its opinion, seem best qualified for nursing. The Admissions Committee must have on file the records indicating the fulfillment of the following requirements before considering an applicant.

1. Graduation from high school with fifteen units of credit as indicated.
2. Aptitude and achievement tests.
3. Three recommendations.
4. Interviews.
5. Transcript of college courses for those who have attended college.

Specific Requirements

1. All applicants for admission to the School of Nursing must present at least fifteen acceptable units of secondary school credit. A unit of credit is allowed for a course of study pursued throughout an academic year at an accredited secondary school, if the course has been completed satisfactorily.

1. Twelve units must be in English, foreign language, history and include 3 units in English, 1 in Algebra, and 1 in Plane Geometry.
2. The three remaining units are elective and may be selected from those subjects for which the school allows credit toward graduation; but it is recommended that they also be selected from the five subject fields listed above.

Other units offered in subjects not included in this list will be considered for acceptance on the basis of full statements transmitted with the applicant's record from the school recommending her.

II. Satisfactory scores on a battery of aptitude and achievement tests.

III. Three recommendations, two of which must come from recent high school or college instructors.

IV. Interviews with two members of the Duke University School of Nursing faculty, whenever possible.

V. Records of recent physical and dental examination.

A complete physical examination is given at Duke Hospital during the Orientation Period and required before final acceptance is made to the school. The examination also includes a chest X-ray, blood and urine studies and skin tests.

ADMISSION TO ADVANCED STANDING IN THE SCHOOL OF NURSING: An applicant for advanced standing must have fulfilled the equivalent of the requirements for admission, must present official certificates of all work completed in other institutions, and must have an honorable dismissal from each institution previously attended. Credit for work completed will be determined in relation to the curriculum requirements of the School of Nursing. Applicants admitted with advanced standing to the second year may make up deficiencies for admission by attending the Summer Session.

A limited number of graduate nurses may be admitted by transfer into the basic degree program provided they meet the requirements. Selection will also be made on the basis of performance as students in Nursing, and on the basis of satisfactory results on the Graduate Nurse Qualifying Examination.

Applicants for advanced standing in the School of Nursing should present, as far as possible, subjects corresponding to those required by the School. They may not, during their first semester, register for more than the minimum number of hours required of the class which they enter, except by permission of the Dean of the School of Nursing.

Transfer credits are tentatively evaluated pending the completion of two semesters of work in residence. To validate provisional credits the student must earn at least an average of C in a normal load of work. Transfer grades of C or above are rated at one quality point per credit hour when validated. Credits with grades of D are not acceptable.

The maximum amount of credit acceptable from a junior college is 60 semester hours, exclusive of physical education. No credit is given for work completed by correspondence, and credit for no more than six semester hours is allowed for extension courses. Any extension work accepted must be approved through the dean.

Financial Information and Living Accommodations



FEES paid by students and nursing services of the students to the hospital cover only a part of the cost of their instruction and maintenance and the operation of the University. Income from endowment and contributions from alumni, alumnae, and other public-spirited men and women meet the balance.

Fees and Estimated Expenses—Diploma Program

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc.

One half of the first year tuition fee and general fee is payable on admission, and the balance in equal payments at the beginning of the fall and spring semesters. Tuition and general fees for the subsequent years is payable in equal payments at the beginning of the fall and spring semesters. An activities fee of \$15.00 is charged each year. Payment of uniforms is made directly to the uniform company. Each student is responsible for payment of necessary replacements.

	<i>Summer Session 12 Weeks</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>
Tuition		\$100.00	\$100.00	\$100.00
General Fee		25.00	25.00	25.00
Room	\$ 63.00			
Board	120.00			
Laundry	6.00			
Books		40.00	10.00	10.00
Activities		15.00	15.00	15.00
Uniforms	76.43			13.70
Room Key Deposit.....	1.00			
	<u>\$266.43</u>	<u>\$180.00</u>	<u>\$150.00</u>	<u>\$163.70</u>

A student will not attend classes unless she has complied with all regulations concerning registration and payment of charges for a term.

After the first Summer Session, Duke Hospital provides board, room and laundry for students in the School of Nursing in return for nursing service which the student contributes during her assignments in the hospital.

Students may have bills sent to parents or guardians provided the Treasurer has been notified in writing with sufficient antecedence. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until her account is settled in full; subsequent withdrawal does not entitle her to a refund. A student is not considered as a candidate for graduation unless she has settled with the Treasurer for all her indebtedness to the University. A student who has not settled all her bills with the Treasurer is not allowed to stand the final examinations of the specific term.

Refunds of tuition and other fees are made to students who withdraw within 14 days after the beginning of the semester. On and after the fifteenth day, all fees are considered as earned and no refunds are made.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's office reports an unpaid account.

Fees and Estimated Expenses—Degree Program

A registration fee of \$20.00 is required of all new students. This fee is payable only once; it is not refundable. The general fee is in lieu of special fees usually charged for matriculation, use of laboratories, student health service, commencement, etc. One-half of the tuition and general fees are payable at the beginning of each semester.

	Year First	Summer Session 6 Weeks	Second Year	Third Year	Fourth Year
Tuition	\$ 450.00		\$ 250.00	\$250.00	\$250.00
General Fee	150.00		75.00	75.00	75.00
Room Rent	210.00	\$ 31.50	210.00		
Board	400.00	60.00	400.00		
Laundry	20.00	3.00	20.00		
Books	40.00	10.00	40.00	40.00	10.00
Activities	15.00		15.00	15.00	15.00
Uniforms		76.43			13.70
Room Key Deposit	1.00				
	<u>\$1,286.00</u>	<u>\$180.93</u>	<u>\$1,010.00</u>	<u>\$380.00</u>	<u>\$363.70</u>

A student will not attend classes unless she has complied with all regulations concerning registration and payment of charges for the term.

Payment of uniforms is made directly to the uniform company. Each student is responsible for payment of necessary replacements. After the second year, Duke Hospital provides board, room and laundry in return for nursing service which the student contributes during her assignment in the hospital.

Students may have their bills sent to parents or guardians provided the Treasurer has been notified in writing with sufficient antecedence. Failure of a student or of a parent or guardian to pay bills on the dates scheduled will debar the student from class attendance until her account is settled in full; subsequent withdrawal does not entitle her to a refund. A student is not considered as a candidate for graduation unless she has settled with the Treasurer for all her indebtedness to the University. A student who has not settled her bills with the Treasurer is not allowed to stand the final examinations of the specific term.

Refunds of tuition and other fees are made to students who withdraw within 14 days after the beginning of the semester. On and after the fifteenth day all fees are considered as earned and no refunds are made.

Students are entitled to one transcript free of charge. Additional copies are supplied at \$1.00 each. Records are not released when the Treasurer's Office reports an unpaid account.

Scholarships and Loans

SCHOLARSHIP AWARDS: A limited number of scholarships are awarded annually to students who evidence qualities which might predict excellence in Nursing. Detailed information on scholarships will be sent on request.

LOANS: A number of loan funds have been established for the benefit of the students of Duke University. The most important and largest is the Angier B. Duke Memorial Student Loan Fund, which is administered through an advisory committee of officers of the University. The amount available to be loaned depends upon the income from investments and on the amount repaid on loans previously made to students. The same committee of officers administers the other endowed loan funds of the University.

The committee in approving loans selects those students who, from the standpoint of character, scholastic attainment, personality and degree of financial need, are deserving of consideration.

Residences

Students are housed in residences located near the hospital. Rooms are adequately equipped with blankets and linen, making further provision by the student unnecessary. Life in the dormitories is under the regulations established by the Student Government Association with advice from the faculty. The dormitories Hanes House and Hanes House Annex are planned for comfortable living. A

Student Handbook including dormitory regulations is issued to each student.

Students in the degree program pay room rental during the first two years. During the academic year the rental charge for a single room is \$130.00 per semester. The rental charge for a double room is \$105.00 per semester. The charge for laundry for one semester is \$10.00. The rental charges for Summer Session are included under the description of that term on Page 11.

Board for these students may be secured at the hospital for \$200.00 for the semester. Students may prefer to eat at the University cafeterias with multiple choice menus. The cost for the academic year ranges from \$375.00 to \$500.00 depending on the taste of the individual. In the Men's Graduate Center near Hanes House is a cafeteria with multiple choice menus and a Coffee Lounge where sodas and sandwiches are served from 11:30 A.M. to 11:00 P.M. This is closed on Sunday.

Board, room and laundry is provided by Duke Hospital for students in the diploma program after the first Summer Session and for students in the degree program after the second year.

General Regulations



Orientation Program

ALL FRESHMEN and transfer students are required to participate in the activities of Orientation Week. The program includes general ability, achievement, and placement tests, orientation lectures, physical examinations, social events, special religious services, registration, and enrollment.

The University considers the planning of a course of study to be of primary importance. With the results of the several tests which all freshmen take, courses are planned according to the ability, achievements, and goals of the individual student. New students who miss the whole or a part of the Orientation Program place themselves at a serious disadvantage at the very outset of their college career.

Registration

Students who register in either semester at a date later than that prescribed must pay to the Treasurer a fee of \$5.00. They are counted as absent in the work they have missed in the courses to which they are admitted, and these absences carry the same penalty as do other absences from the course. Changes in courses for reasons not arising within the University require a payment of \$1.00 for each change made. No course may be elected later than one week after the opening of the semester, and no student may be admitted to any class without an official enrollment.

Health Regulations

Before admission to the School of Nursing, a student is required to have a physical examination by the family physician and to be immunized against typhoid fever, diphtheria, tetanus and smallpox. Physical defects, such as defective vision, dental needs, etc., must be corrected before admission to the School.

Before final acceptance, each student is required to pass a physical examination given at the School of Nursing during Orientation Week. Students whose condition needs further observation may be admitted tentatively, but must cancel their application if later findings prove them physically unfit for nursing.

Health Program

The School has general supervision of the student's health. Under the health program, all regularly matriculated students and graduate nurses who are enrolled full-time in the Basic Degree Program receive full medical and surgical care while in the School.

1. **Physical Examination:** Upon admission each student receives a complete physical examination including a chest x-ray. Thereafter, the physical examination is repeated annually; the chest x-ray semi-annually.

2. **Health Office Care:** A health office is maintained in Hanes House for the purpose of treating any sick student; a physician is in attendance for consultation. Drugs, dressings, laboratory tests and x-rays are provided as needed.

3. **Infirmary Care:** An infirmary is available in the hospital for any non-ambulatory sick student. Admission to the infirmary is arranged through the health office. Hospitalization in the infirmary includes staff nursing, drugs, dressings, x-ray and laboratory tests as needed.

If the student is covered by insurance providing hospital, medical or surgical benefits, the coverage shall be applied to the cost of her care.

First and second year students, and graduate nurses enrolled in the Basic Degree Program are not furnished maintenance by the hospital and will be required to pay for board while hospitalized. This also applies to students enrolled in the Diploma Program during their first summer in the school. Hospital insurance maintenance may be used to cover this service.

4. **Exceptions:** The health program does not cover private duty nursing, refraction of eyes, treatment of teeth, all chronic or pre-existing conditions such as diseased tonsils, hernias, pilonidal cysts, chronic skin conditions, endocrine disturbances; elective surgery, braces or any orthopaedic appliances; accidents or illness occurring during vacations or while off the campus. Blood used for transfusions must be paid for or replaced.

5. **Psychiatric Consultation:** Advisory consultation with a psychiatrist can be arranged through the Dean of Nursing at no expense to the student. Further psychotherapeutic interviews are not included in the program.

6. **Sick Leave:** Students are allowed a total of twenty-one days sick leave during the three years of the clinical part of the program.

Grading

Grades are reported so as to indicate one of four things:

(1) *Passed.* A, B, C, and D are all passing grades. The letters are intended to indicate the following quality of work: A, exceptional; B, superior; C, medium; D, passing.

(2) *Failed.* A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

(3) *Incomplete.* (a) A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

(4) *Absent from final examination.* (a) The grade X indicates that the student was absent from the regularly scheduled examination.

QUALITY CREDIT: The requirements for the degree are computed not only in semester hours but also in quality points. Quality points are earned by a student on the basis of her grades: for an A she receives three quality points for each semester hour; for a B, two quality points for each semester hour; for a C, one quality point for each semester hour; for a D, no quality points; for an F, a loss of one quality point for each semester hour. Credit for at least 125 quality points, exclusive of physical education, is required for the degree of Bachelor of Science in Nursing.

Leave of Absence

A leave of absence may be granted to a student for a period not to exceed one semester.

Readmission

Students who are absent for more than one month may be readmitted to the same or to a succeeding class on the decision of the faculty.

Dismissal

The faculty of the School of Nursing may, at any time, place a student on probation or release her from the School if, in its opinion, she does not demonstrate the qualifications necessary for the profession. A student of the freshman class to remain in the degree program must pass at least six semester hours of work in her first semester and eighteen semester hours in her first academic year.

Requirements of Programs in Nursing



Programs of the School of Nursing

THE School of Nursing offers two programs for students wishing to prepare for the profession of nursing. The diploma program covers a period of three calendar years with one month of vacation each year. At the completion of this program, the student receives the diploma in nursing and is then eligible for the examinations given by the North Carolina Board of Nurse Registration and Nursing Education.

The program leading to the degree covers a period of four years; one academic year and one summer term and three calendar years. At the completion of this program, the student receives the degree of Bachelor of Science in Nursing and is then eligible for the examinations given by the North Carolina State Board of Nurse Examiners. The School is fully approved by the North Carolina Board of Nurse Registration and Nursing Education.

Program I Leading to a Diploma in Nursing

To fulfill the requirements for a diploma in Nursing a student must complete 79 semester hours exclusive of Physical Education as outlined below, and show proficiency in the practice of nursing.

FIRST YEAR

SUMMER SESSION

		<i>First Term</i>	S.H.	<i>Second Term</i>	S.H.
Nurs	50	Chemistry.....	3	Zoology.....	3
Chem	1	Orientation to the Health Field.....	2	Social Psychology.....	2
Nurs	2	Introduction to Nursing....	1		
			6		

ACADEMIC YEAR

<i>First Semester</i>				S.H.	<i>Second Semester</i>				S.H.
Cnat	51	Anatomy & Physiology . . .	6	Nurs	92	Fundamentals of Nursing . . .	6		
Ahem	51	Physiological Chemistry . . .	3	Micro	4	Microbiology	3		
Nutr	53	Nutrition	3			Social Psychology	2		
Nurs	91	Fundamentals of Nursing . .	6			Physical Education	1		
		Physical Education	1						
			—						12

DUKE UNIVERSITY—THE SCHOOL OF NURSING

SECOND YEAR

SUMMER SESSION

	S.H.
Nursing 93 Medicine & Surgery.....	3

ACADEMIC YEAR

<i>First Semester</i>		S.H.	<i>Second Semester</i>		S.H.
N 140	Medical & Surgical Nursing including O.R. & Diet Therapy.....	6	N 140	Medical & Surgical Nursing including O.R. & Diet Therapy.....	6
or			or		
N 120	Pediatrics and Communicable Disease.....	6	N 120	Pediatrics and Communicable Disease.....	6
or			or		
N 130	Obstetric Nursing.....	6	N 130	Obstetric Nursing.....	6
	Child Development.....	3			6
		9			

THIRD YEAR

SUMMER SESSION

	S.H.
N 120 Pediatric & Communicable Disease Nursing.....	6
or	
N 130 Obstetric Nursing.....	6
or	
N 140 Medical & Surgical Nursing including O.R. & Diet Therapy.....	6
	6

ACADEMIC YEAR

<i>First Semester</i>		S.H.	<i>Second Semester</i>		S.H.
N 170	Psychiatric Nursing.....	6	N 190	Advanced Medical & Surgical Nursing with Seminar on Nursing Problems.....	3
or			and		
N 190	Advanced Medical & Surgical Nursing with Seminar on Nursing Problems.....	3	N 160	Social Foundations of Nursing Education.....	3
and			or		
N 160	Social Foundations of Nursing Education.....	3	N 170	Psychiatric Nursing.....	6
		6 or 9			6 or 9

Description of Courses—Diploma Program

BIOLOGICAL AND PHYSICAL SCIENCE

Anat. 51. ANATOMY.—The student gains an understanding and appreciation of body structure and its relation to normal functions in health and abnormal functions in disease. Audio-visual aids are used extensively and in conjunction with laboratory work the anatomical structures are demonstrated on dissected human specimens. 3 s.h.

PROFESSOR MARKEE AND STAFF

Physiol. 51. HUMAN PHYSIOLOGY.—A study of the normal functions of the human body with references to their applications in health and disease. 3 s.h.

PROFESSOR F. G. HALL AND STAFF

Chem. 50. CHEMISTRY.—A course in the fundamentals of general inorganic chemistry with particular emphasis on the needs of the student nurse. A brief introduction to organic chemistry. 3 s.h.

ASSOCIATE PROFESSOR TAYLOR

Chem. 51. **PHYSIOLOGICAL CHEMISTRY.**—This course is designed to aid the student in understanding the chemical mechanisms of the human body both in health and in disease. The student also acquires knowledge concerning the chemical basis of diagnosis and therapy. 3 s.h.
ASSOCIATE PROFESSOR TAYLOR

Micro. 4. **MICROBIOLOGY.**—From the learning experiences included in this course the student is enabled to understand and appreciate the role in the prevention of microbial disease. 3 s.h.
ASSISTANT PROFESSOR POPE

PHYSICAL EDUCATION.—First year students are required to elect either swimming or basketball.
ASSISTANT PROFESSOR W. S. PERSONS

ZOOLOGY.—A course in general zoology especially adapted for those entering the profession of nursing. During the course emphasis will be placed on the principles of zoology as they apply to a vertebrate animal; the frog will be used as the type animal.
ASSOCIATE PROFESSOR DUKE

SOCIAL SCIENCE

N2. **INTRODUCTION TO NURSING.**—Designed to give the student an appreciation of the historical development of some of the present concepts in nursing. 1 s.h.
ASSOCIATE PROFESSOR INGLES

SOCIAL PSYCHOLOGY.—Through a study of the role of social and cultural patterns in their interaction with the individual personality and through an understanding of behavior development and personality adjustment, it is hoped that the student may advance toward maximum personal, social and professional maturity. By exploration of social patterns she learns something of the structure of contemporary society. Through a study of the techniques used in understanding and getting along with others, the student becomes better able to use these techniques in her own contacts with people.
ASSISTANT PROFESSOR KOCH

CHILD DEVELOPMENT.—A study of principles of human growth and development with special emphasis on the understanding of children's needs, learning and behavior at various levels of development. Importance of infancy and pre-school years in the development of the individual. Planned especially for nurses. Two lectures and one laboratory period.
ASSISTANT PROFESSOR REICHENBERG-HACKETT

160N. **SOCIAL FOUNDATION OF NURSING EDUCATION.**—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and Nursing Education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h.
PROFESSOR JACOBANSKY

NURSING AND ALLIED ARTS

N91, 92, 93 include 4-20 hours a week of correlated clinical experience. N120, 130, 140, 170 and 190, include 28-44 hours a week of correlated clinical experience.

N1. **ORIENTATION TO THE HEALTH FIELD.**—An introduction to basic health needs of the community and the agencies and programs designed to meet them. 2 s.h.
ASSISTANT PROFESSOR BROCKER

Nutr. 53. **NORMAL NUTRITION AND DIETETICS.**—This course considers the nutritive requirements for individuals in different stages of development, and in different occupations. The methods of supplying foods conforming to the individual nutritional needs are given for varying income levels. Actual foods are compared according to their contribution of specific nutrients, and in relation to their place in the daily diet. 3 s.h.
MISS EVANS

N91-92. **FUNDAMENTALS OF NURSING.**—A study of the fundamentals of nursing care as it pertains to individuals and families. The nurse's role in prevention and detection of illness, and treatment and rehabilitation is emphasized. Lectures, discussion, correlated practice. 12 s.h.
ASSOCIATE PROFESSOR INGLES AND STAFF

N93. MEDICINE AND SURGERY.—A study of common medical and surgical conditions with emphasis on etiology, pathology and treatment. 3 s.h.

PROFESSOR STEAD AND STAFF
PROFESSOR HART AND STAFF

N120. PEDIATRICS AND COMMUNICABLE DISEASE.—This course is designed to help the student understand children, their response to illness, and the therapy involved in their care so that she can assume her role in child health promotion. A developmental approach is used throughout the course with emphasis on the child as a member of the family. The acute communicable diseases of childhood are included. 6 s.h.

MRS. PAINTER; DR. HARRIS AND STAFF

N130. OBSTETRIC NURSING.—Considers normal and abnormal phases of the reproductive cycle basic to nursing care of the mother and the newborn child including the premature infant; the effect of reproduction upon individual and family. 6 s.h.

MISS LEDFORD; DR. CARTER AND STAFF

N140. MEDICAL AND SURGICAL NURSING.—A study of the Nursing care of selected patients; discussion of the principles of surgical aseptic technic basic to nursing practice in the Operating Room; and practice in nutrition in disease. Conferences, discussions, field trips, field experience. 6 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF; MISS EVANS

N170. PSYCHIATRIC NURSING.—Discussion of the principles of psychiatric nursing and the functions and responsibilities of the nurse in the total care of the psychiatric patient with emphasis on mental hygiene and care and rehabilitation of the mentally ill. 6 s.h.

ASSISTANT PROFESSOR ZUKOWSKI, PROFESSOR BUSSE AND STAFF

N190. ADVANCED MEDICAL AND SURGICAL NURSING.—Students select and study areas of special interest to them. Experiences available in the hospital and community which will enlarge their information and competency in these areas are provided. Reports of group studies, conferences, field trips, ward rounds, field experiences. 3 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF

Program II Leading to a Bachelor of Science in Nursing

To fulfill the requirements for the degree of Bachelor of Science in Nursing, a student must complete 127 semester hours as outlined below, earn 125 quality points, exclusive of Physical Education, and show proficiency in the practice of nursing.

The requirements for the degree of Bachelor of Science in Nursing are based on the principle that the student will derive the maximum benefit if the program includes a broad distribution of studies among representative fields.

For graduation with the degree of Bachelor of Science in Nursing, the following course work or equivalents must be completed.

UNIFORM COURSE REQUIREMENTS

	S.H.
English	6
Natural and Biological Science	23
Religion	6
Social Science and History	24
Elective (Literature, Music, Art Philosophy preferred)	6
Physical Education	2
Major (Nursing and related work).....	60
Total	127

These requirements are described in detail below.

ENGLISH, 6 s.h.—This requirement is met by the completion of English 1-2. Students who demonstrate proficiency in English usage may be allowed to substitute 55 or 56 for English 1.

NATURAL AND BIOLOGICAL SCIENCE, 23 s.h.—To satisfy this requirement a student must complete laboratory courses in General Chemistry (3 s.h.), Physiological Chemistry (3 s.h.), Zoology (8 s.h.), Anatomy and Physiology (6 s.h.), and Microbiology (3 s.h.).

RELIGION, 6 s.h.—To meet this requirement 6 semester hours must be chosen from Religion 1, 2, 51, 52, 91, 93, 94, 101, 103, 104, 114, 130, 132, 181, 182.

SOCIAL SCIENCE AND HISTORY, 24 s.h.—To satisfy this requirement students must take Education 88 and 118, Psychology 116 and Sociology 91, 92 and N151. The remaining 6 s.h. may be selected from History 1-2 or 51-52 and Political Science 11-12 or 61-62 (Students who do not present for entrance 2 acceptable units of History must select History).

LITERATURE, MUSIC, ART, AND PHILOSOPHY, 6 s.h.—This requirement can be satisfied by a total of 6 semester hours in courses in English or American literature, foreign literature courses numbered above 100, literature courses in translation, courses in aesthetics, art, music, and courses in Philosophy (except 48, 103, 104, 109, 199).

PHYSICAL EDUCATION, 2 s.h.—In the School of Nursing, Physical Education is required during the first year and must be completed by the end of the first year.

MAJOR AND RELATED WORK, 60 s.h.—This requirement is met by completing courses in the School of Nursing in accordance with the regulations described.

The work is divided as follows:

FIRST YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
Eng	1	Freshman Composition....	3	Eng	2	Freshman Composition....	3
Hist	1	Historical Background of		Hist	2	Historical Background of	
or		the World Today.....	3	or		the World Today.....	3
Pol Sc	11	The American System of		Pol Sc	12	The American System of	
		Government.....	3			Government.....	3
Relig	1	The English Bible.....	3	Relig	2	The English Bible.....	3
or				or			
Elective		(Art, Music or Philosophy)	3	Elective		(Art, Music or Philosophy)	3
N	1	Orientation to the		Micro	4	Microbiology.....	3
		Health Field.....	2	N	2	Introduction to Nursing...	1
Zool	1	General Zoology.....	4	Zool	2	General Zoology.....	4
		Physical Education.....	1			Physical Education.....	1
			16				18

SUMMER SESSION (6 WEEKS)

First Term

	S.H.
Chem 50 Chemistry.....	3
Ed 88 Educational Psychology...	3
	6

SECOND YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
Anat	51	Anatomy & Physiology....	6	N	92	Medical & Surgical Nursing.	3
Chem	51	Physiological Chemistry....	3	Nutr	53	Nutrition.....	3
N	91	Medical & Surgical Nursing	3	Ed	118	Educational Psychology—	
N	61	Nursing Arts.....	3			Developmental.....	3
Soc	91	General Sociology.....	3	N	62	Nursing Arts.....	3
				Soc	92	General Sociology.....	3
			18				15

SUMMER SESSION

<i>First Term (6 weeks)</i>			S.H.	<i>Second Term</i>			S.H.
Elective		(Literature, Philosophy) or		N	95	Introduction to the Field of	
		Religion 51 or 52.....	3			Social Work.....	3
N	93	Medicine and Surgery					
		(cont. through					
		summer).....	3				
			6				3

THIRD YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
N	120	Pediatric & Communicable		N	130	Obstetric Nursing.....	6
		Disease Nursing.....	6	or			
or				N	120	Pediatric & Communicable	
N	130	Obstetric Nursing.....	6			Disease Nursing.....	6
or				or			
N	140	Medical & Surgical		N	140	Medical & Surgical	
		Nursing including O.R.				Nursing including O.R.	
		& Diet Therapy.....	6			& Diet Therapy.....	6
Soc. N151		Family Relationships.....	3	Psych	116	Psychology of Adjustment.	3
or				or			
Psych	116	Psychology of Adjustment.	3	Soc. N151		Family Relationships.....	3
			9				9

SUMMER SESSION

	S.H.
N 140 Medical & Surgical Nursing including O.R. & Diet Therapy.....	6
or	
N 120 Pediatric & Communicable Disease Nursing.....	6
or	
N 130 Obstetric Nursing.....	6
	6

FOURTH YEAR

<i>First Semester</i>			S.H.	<i>Second Semester</i>			S.H.
N	160	Social Foundations of Nursing		N	180	Aspects of Public Health	
		Education.....	3			Nursing.....	6
or				or			
		Religion (above 100 level)....	3	N	170	Psychiatric Nursing.....	6
or				or			
		Elective (above 100 level)....	3	N	190	Advanced Medical & Surgical	
N	170	Psychiatric Nursing.....	6			Nursing with Seminar on	
or						Nursing Problems.....	3
N	180	Aspects of Public Health				Religion (above 100 level)....	3
		Nursing.....	6	or			
or						Elective (above 100 level)....	3
N	190	Advanced Medical & Surgical		or			
		Nursing with Seminar on		N	160	Social Foundations of	
		Nursing Problems.....	3			Nursing Education.....	3
			6 or 9				6 or 9

SUMMER SESSION

	S.H.
N 190 Advanced Medical & Surgical Nursing with Seminar on Nursing Problems.....	3
or	
N 170 Psychiatric Nursing.....	6
or	
N 180 Aspects of Public Health Nursing.....	6
	3 or 6

Description of Courses—Degree Program

UNDERGRADUATE COLLEGES

EDUCATION

88. EDUCATIONAL PSYCHOLOGY: LEARNING AND MEASUREMENT.—This course and Education 118 constitute a general introduction to the field of Educational Psychology. This course deals with (1) the psychology of learning, including: the nature of the learning process; general principles or laws of learning; the course of learning and forgetting; factors influencing efficiency in learning and retention; and the transfer of training; and (2) measurement, including: the basic concepts in the measurement of intelligence; standardized achievement tests. the extent and significance of individual differences in ability and performance. Opportunity will be afforded for examination and study of a variety of tests of intelligence and achievement. *Either semester. 3 s.h. (E)*

ASSOCIATE PROFESSORS EASLEY AND RUDISILL;
AND ASSISTANT PROFESSOR GEHMAN

118. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGICAL DEVELOPMENT.—This course traces the psychological development of the individual from infancy to maturity. The principal topics considered are: the interdependence of hereditary and environmental factors in development, the nature of the development process, the establishment of the early basic patterns of behavior, changes and conditions producing these changes throughout childhood and adolescence to maturity, and the origin and treatment of minor behavior disorders. Not open to students who have had Psychology 121 or 126. Prerequisite: three semester hours in psychology or educational psychology. *Either semester. 3 s.h. (E)*

ASSOCIATE PROFESSOR EASLEY AND
ASSISTANT PROFESSOR GEHMAN

ENGLISH

L. ENGLISH FUNDAMENTALS.—All freshmen whose scores on the placement tests indicate that they are not ready for English 1 must take this course. Students who fail in English L must repeat the course. Students who have earned credit in English L must also take English 1 and 2. *3 s.h. (W)*

ASSISTANT PROFESSOR JORDAN AND MR. NEWELL

1-2. ENGLISH COMPOSITION.—All freshmen are required to take course 1 and course 2.

Students who fail in English 1 or 2 must repeat the course in the following semester. Students in courses 1 and 2 who fail to make an average of "C" or better are strongly advised to earn credit for an additional course in English composition. *6 s.h. (E & W)*

PROFESSORS BEVINGTON AND WARD; ASSOCIATE PROFESSORS BOWMAN, HARWELL, MITCHELL, PATTON, AND WHITE; ASSISTANT PROFESSORS BEVINGTON, BUDD, JORDAN, AND POTEAT; DRs. BOWERS, BROOKS, FRASER, KOTTLER, LANE, MAJOR, REICHARD, SMITH, AND WICKES; MISS LIBBY; MESSRS. HOLMES, KEIRCE, NEWELL, TEETS, AND WOODS

33. **WRITING LABORATORY.**—A non-credit course in elementary composition may be required of students who evidence deficiencies in composition as reported by members of the faculty. Students may enter or leave this course at any time, at the instructor's discretion.

ASSOCIATE PROFESSOR HARTWELL AND ASSISTANT JORDAN

ENGLISH AND AMERICAN LITERATURE AND LANGUAGE

55, 56. **REPRESENTATIVE WRITERS.**—The following works are studied in the first semester: Chaucer's Prologue to *The Canterbury Tales* and at least two tales, Shakespeare's *1 Henry IV*, *King Lear*, and one other play, the English Bible (selections), Milton's *Paradise Lost* (selections) and some of the shorter poems; in the second semester: Pope's poems (selections), Fielding's *Joseph Andrews* or *Tom Jones*, selections from Keats's or Wordsworth's poems, selections from Browning's or Arnold's poems, Thackeray's *Vanity Fair* or Hardy's *The Mayor of Casterbridge*, selections from Yeats's poems, two plays by Shaw or a twentieth-century British or American novel. 6 s.h. (E & W)

PROFESSORS BEVINGTON, BLACKBURN, BOYCE, IRVING, SANDERS, AND TURNER;
ASSOCIATE PROFESSORS BOWMAN, MITCHELL, AND PATTON; ASSISTANT
PROFESSORS BEVINGTON AND POTEAT; DR. BOWERS, FRASER,
KOTTLER, LANE, REICHARD, SMITH AND WICKES

HISTORY

1, 2. **HISTORICAL BACKGROUND OF THE WORLD TODAY.**—This course is an introduction to the study of modern history with special reference to the issues in the modern world. Topics selected for emphasis are: the contest between liberty and authority in the modern state; changing economic organization and theory—capitalism and the challenges to it; the problems of peace and war among the states; the changing faith men live and die by. Beginning about 1500 with the rise of the European dynastic states, the story is pursued in the first semester to approximately 1871, and in the second through the two great world wars. The central theme in both semesters is the expansion of the influence of Western Europe throughout the world, with some attention to the rise of the United States as a world power. 6 s.h. (W & E)

Sophomores and juniors are not admitted to this course. One semester of the course may be counted as a general elective but not as fulfilling the minimum uniform requirements or, except as provided above, as a basis of further work in history.

ASSOCIATE PROFESSORS FERGUSON, PARKER, AND ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DRs. DURDEN,
OLIVER, WHITESIDE, AND YOUNG

51, 52. **HISTORICAL BACKGROUND OF THE WORLD TODAY.**—An introductory course for sophomores, juniors, and seniors dealing with the topics indicated in the description of course 1-2. 6 s.h. (W & E)

PROFESSOR CURTISS; ASSOCIATE PROFESSOR ROPP; ASSISTANT
PROFESSORS ACOMB AND COLTON; DRs. DURDEN,
OLIVER, WHITESIDE AND YOUNG

PHILOSOPHY

49. **ETHICS.**—An introductory consideration of basic ethical concepts and principles as developed in European and American thought and culture. 3 s.h. (E & W)

PROFESSORS BAYLIS AND NEGLEY; ASSISTANT PROFESSORS BUCK AND WELSH

POLITICAL SCIENCE

11-12. **THE AMERICAN SYSTEM OF GOVERNMENT.**—An introductory study of the principles and operation of the American government in the light of the present world position of the United States. (Only open to Freshmen.) 6 s.h. (E & W)

DRs. HALL AND SINDLER

[Students completing 11 in the spring semester should take course 62.]

61-62. AMERICAN GOVERNMENT AND POLITICS.—A study of the American constitutional and political system. Among other topics attention is given to the development of the constitution, federal-state relations, political parties and the organization and functions of the national, state and local governments. 6 s.h. (W & E)

PROFESSOR CONNERY; ASSOCIATE PROFESSOR SIMPSON; ASSISTANT PROFESSOR CHEEK; DRs. HALL AND SINDLER; MR. ULMER

[Not open to freshmen or to students who have had courses 11-12 or 63-64.]

REQUIRED PHYSICAL EDUCATION

Two semester hours to be completed in two semesters are included in the 127 hours required for graduation.

At the beginning of the freshman year, after a series of tests have been given, individual conferences are held and each student is guided into the type of activity she most needs, as determined from the evaluation of the test scores and the results of the conference. This course continues for half the semester after which all freshmen take body mechanics and social recreation for the remainder of the semester.

Every student will take one semester of elected activity offered by the Department.

PSYCHOLOGY

116. PSYCHOLOGY OF ADJUSTMENT.—The course is planned to give an adequate understanding of problems of adjustment and of mental hygiene. Lectures and discussions cover an application of the principles and findings of normal and abnormal psychology as these relate to the adjustment of the average individual in our changing society; a survey of the principles of mental hygiene; discussions of current socio-cultural trends significant for individual adjustment. 3 s.h. (E)

ASSISTANT PROFESSOR REICHENBERG-HACKETT

RELIGION

1. THE ENGLISH BIBLE.—A survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 3 s.h. (E & W)

PROFESSOR CRUM; ASSISTANT PROFESSORS MANSCHRECK AND PRICE; DR. BENNETT; MESSRS. DANIELS AND OSBORN

2. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. Although Religion 1 is not a prerequisite, it will be an aid to the student to complete 1 before taking 2. 3 s.h. (E. & W.)

ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS MANSCHRECK AND PRICE; DR. BENNETT; MESSRS. DANIELS AND OSBORN

51. THE ENGLISH BIBLE.—An introductory course in the Old Testament for sophomores and juniors. (See description of Religion 1.) Students may not receive credit for both 51 and 1. 3 s.h. (E & W)

PROFESSOR MYERS; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK, PRICE, AND SALES; MESSRS. DANIELS AND OSBORN

52. THE ENGLISH BIBLE.—A survey course in New Testament life and literature for sophomores and juniors. (See description of Religion 2.) It will be to the advantage of the students to take Religion 1 or 51 before taking 52. Students may not receive credit for both 52 and 2. 3 s.h. (E & W)

PROFESSOR MYERS; ASSOCIATE PROFESSOR PHILLIPS; ASSISTANT PROFESSORS BRADLEY, MANSCHRECK, AND SALES; MESSRS. DANIELS AND OSBORN

SOCIOLOGY

91-92. GENERAL SOCIOLOGY.—An introduction to the scientific study of social life; its origin, evolution and organization as illustrated in the study of a number of concrete social problems. 6 s.h. (E & W)

PROFESSOR JENSEN; ASSOCIATE PROFESSOR SCHETTLER; ASSISTANT PROFESSORS ROY AND WHITRIDGE; MESSRS. HOWELL, McNURLEN, AND TUMBLIN

Sociology N151. **FAMILY RELATIONS.**—This course has two objectives. First, it seeks to familiarize students with those basic facts and problems in family life of which an understanding is essential to successful professional work by nurses. Second, the course seeks to provide students with such information and insights as may aid them in making successful adjustments in their own courtship and marriage. Either semester. 3 s.h. INSTRUCTOR TO BE ANNOUNCED.

ZOOLOGY

1. **ANIMAL BIOLOGY.**—The principles of biology as applied to animals. 4 s.h. (w & e) ASSOCIATE PROFESSORS HUNTER AND ROBERTS AND STAFF

2. **GENERAL ZOOLOGY.**—A brief survey of the animal kingdom. Prerequisite: Zoology 1. 4 s.h. (w & e) PROFESSOR BOOKHOUT AND ASSOCIATE PROFESSOR HUNTER AND STAFF

SCHOOL OF NURSING

BIOLOGICAL AND PHYSICAL SCIENCE

Anat. 51. **ANATOMY.**—The student gains an understanding and appreciation of body structure and its relation to normal functions in health and abnormal functions in disease. Audio-visual aids are used extensively and in conjunction with laboratory work the anatomical structures are demonstrated on dissected human specimens. 3 s.h. PROFESSOR MARKEE AND STAFF

Physio. 51. **HUMAN PHYSIOLOGY.**—A study of the normal functions of the human body with references to their applications in health and disease. 3 s.h. PROFESSOR F. G. HALL AND STAFF

CHEMISTRY

Chem. 50. **CHEMISTRY.**—A course in the fundamentals of general inorganic chemistry with particular emphasis on the needs of the student nurse. A brief introduction to organic chemistry. 3 s.h. ASSOCIATE PROFESSOR TAYLOR

Chem. 51. **PHYSIOLOGICAL CHEMISTRY.**—This course is designed to aid the student in understanding the chemical mechanism of the human body both in health and in disease. The student also acquires knowledge concerning the chemical basis of diagnosis and therapy. 3 s.h. ASSOCIATE PROFESSOR TAYLOR

Micro. 4. **MICROBIOLOGY.**—From the learning experiences included in this course the student is enabled to understand and appreciate the role in the prevention of microbial disease. 3 s.h. ASSISTANT PROFESSOR POPE

SOCIAL SCIENCE

N2. **INTRODUCTION TO NURSING.**—Designed to give the student an appreciation of the historical development of some of the present concepts in nursing. 1 s.h. ASSOCIATE PROFESSOR INGLES

160N. **SOCIAL FOUNDATION OF NURSING EDUCATION.**—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and Nursing Education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h. PROFESSOR JACOBANSKY

NURSING AND ALLIED ARTS

N91-92-93. Includes 4-20 hours per week of correlated clinical experience.

N120, 130, 140, 170, 180, 190.—Includes 20-40 hours a week of correlated clinical experience.

N1. **ORIENTATION TO THE HEALTH FIELD.**—An introduction to basic health needs of the community and the agencies and programs designed to meet them. 2 s.h. ASSISTANT PROFESSOR BROCKER

Nutr. 53. NORMAL NUTRITION AND DIETETICS.—This course considers the nutritive requirements for individuals in different stages of development, and in different occupations. The methods of supplying foods conforming to the individual nutritional needs are given for varying income levels. Actual foods are compared according to their contribution of specific nutrients, and in relation to their place in the daily diet. 3 s.h.
MISS EVANS

N91-92. FUNDAMENTALS OF NURSING.—A study of the fundamentals of nursing care as it pertains to individuals and families. The nurse's role in prevention and detection of illness, and treatment and rehabilitation is emphasized. Lectures, discussion, correlated practice. 12 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF

N93. MEDICINE AND SURGERY.—A study of common medical and surgical conditions with emphasis on etiology, pathology and treatment. 3 s.h.

PROFESSOR STEAD AND STAFF; PROFESSOR HART AND STAFF

N95. INTRODUCTION TO THE FIELD OF SOCIAL WORK.—An orientation to social work services and how they may be used to meet patients' needs in illness and in rehabilitation. 3 s.h.

ASSISTANT PROFESSOR WIEN

N120. PEDIATRIC AND COMMUNICABLE DISEASE NURSING.—This course is designed to help the student understand children, their response to illness, and the therapy involved in their care, so that she can assume her role in child health promotion in the hospital, the home, and the community. A developmental approach is used throughout the course with emphasis on the child as a member of the family. The acute communicable diseases of childhood are included.

MRS. PAINTER; DR. HARRIS AND STAFF

N130. OBSTETRIC NURSING.—Considers normal and abnormal phases of the reproductive cycle basic to nursing care of the mother and newborn child including the premature infant. The effect of reproduction upon individual and family; community aspects and opportunities for teaching in maternal health promotion. 6 s.h.

MISS LEDFORD; DR. CARTER AND STAFF

N140. MEDICAL AND SURGICAL NURSING.—A study of nursing care of selected patients; discussion of the principles of surgical aseptic technic basic to nursing practice in the Operating Room; and practice in nutrition in disease. Conferences, discussions, field trips, field experience. 6 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF; MISS EVANS

N170. PSYCHIATRIC NURSING.—Discussion of the principles of psychiatric nursing and the functions and responsibilities of the nurse in the total care of the psychiatric patient with emphasis on mental hygiene and care and rehabilitation of the mentally ill. 6 s.h.

ASSISTANT PROFESSOR ZUKOWSKI;

PROFESSOR BUSSE AND STAFF

N180. PUBLIC HEALTH NURSING.—During the course, students will have experience in planning with patients in meeting health needs. 6 s.h.

ASSISTANT PROFESSOR BROCKER

N190. ADVANCED MEDICAL AND SURGICAL NURSING.—Students select and study areas of special interest to them. Experiences available in the hospital and community which will enlarge their information and competency in the areas are provided. Reports of group studies, conferences, field trips, ward rounds, field experiences. 3 s.h.

ASSOCIATE PROFESSOR INGLES AND STAFF;

Division of Nursing Education



Advanced Professional Programs

A DIVISION of Nursing Education was established in December, 1944, as an integral part of the Department of Education of Duke University. At the present time, qualified graduate nurses may work toward the degree of Bachelor of Science in Nursing Education.

The primary objective of the degree program for graduate nurses is to prepare qualified individuals for teaching and supervisory positions in schools of nursing and in nursing service agencies. Facilities for instruction include the undergraduate colleges of Duke University, the School of Nursing, the Medical School and Duke Hospital.

Degree of Bachelor of Science in Nursing Education

ADMISSION

Students who wish to work toward the degree of Bachelor of Science in Nursing Education must apply for admission to the Woman's College of Duke University. To be accepted they must satisfy the following requirements with respect to their high school education:

1. Graduation from an approved secondary school with at least fifteen acceptable units of credit.
2. Twelve units must be in English, foreign language, history and social studies, mathematics and natural science.
3. Three units may be in subjects listed above or in such subjects as art, commercial subjects, household economics, or music.

Students who have satisfactorily completed one or more years of college work in an approved college or university must also fulfill the requirements listed above with respect to high school credit, must present official transcripts of all work done in other institutions, and must have honorable dismissal from each institution previously attended.

Other basic minimum requirements include:

4. Graduation from an approved school of nursing.
5. Satisfactory ratings from individuals, with whom the applicant has had fairly recent contact.
6. Satisfactory ratings on NLN Graduate Nurse Qualifying Examination.

OUTLINE OF PROGRAM

Credit for 120 semester hours (exclusive of physical education) on which an average grade of at least "C" is made is required for the degree of Bachelor of Science in Nursing Education. The work of the final year must be taken in residence at Duke University. One year of experience as a graduate nurse is required before the degree is awarded. The program of studies leading to this degree must include:

1. Minimum general education requirements (may be satisfied at Duke University or at any accredited college or university).

	S.H.
English 1-2.....	6
Natural Science.....	8
History, Economics or Political Science.....	6
Sociology.....	3-6
Psychology.....	3-6
Electives.....	12-15
(Literature, art, music, religion, ethics, language)	

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2. Basic Nursing Program 40 (maximum)

In evaluating credit the standing of the School of Nursing, the record of the individual student, and scores on basic nursing achievement tests administered by the Department of Measurement and Guidance of the National League for Nursing to all candidates as soon as they enroll in their first course are taken into consideration.

3. Courses in Education and Nursing Education.

	S.H.
88. Educational Psychology: Learning and Measurement.....	3
118. Educational Psychology: Psychological Development.....	3
160N. Social Foundations of Nursing Education.....	3
101N. The Curriculum of the School of Nursing.....	3
115N. } Nursing Education—Principles and Practice.....	8
116N. }	
117. Community Nursing—Seminar and Field Trips to Community Agencies.....	3
	23

4. Minimum of fifteen semester hours in one field, such as zoology, chemistry, physics, sociology, or psychology, or in a clinical area.

The following courses in clinical areas are offered at present:

	S.H.
120N. Problems in Nursing Care.....	3
130N. Psychosomatic Nursing.....	4
131N. } Psychiatric Nursing.....	8
132N. }	
133N. Seminar in Psychiatric Nursing.....	3
134N. } Medical and Surgical Nursing.....	8
135N. }	
136N. Seminar in Medical and Surgical Nursing.....	3

Other courses which are offered to graduate nurses are as follows:

192N. Principles and Methods of Teaching in School of Nursing.....	3
193N. Ward Administration and Teaching.....	3
194N. Team Nursing.....	2
195N. Personnel Work in Schools of Nursing.....	3
124N. Nursing Education: Teaching of the Nursing Arts.....	3

DESCRIPTION OF COURSES

160N. SOCIAL FOUNDATION OF NURSING EDUCATION.—A survey of major historical, philosophical, and sociological factors which have affected developments in nursing and Nursing Education. The purpose of the course is to give the student a better understanding of the place of nursing in present day society and the responsibilities of the individual nurse toward that society. 3 s.h.

PROFESSOR JACOBANSKY

101N. THE CURRICULUM IN THE SCHOOL OF NURSING.—The general principles of curriculum making and the factors which determine the content and organization of the nursing school curriculum are considered in this course. 3 s.h.

ASSOCIATE PROFESSOR INGLES

115N-116N. NURSING EDUCATION: PRINCIPLES AND PRACTICE.—A special section of Education 115-116. Principles of teaching applied to the nursing school situations and the planning and evaluation of instruction. Ninety hours of observation and of supervised teaching in the Duke University School of Nursing are required. Four hours of conference, observation, and practice teaching are required each week. Before beginning practice teaching, students must complete thirty hours of observation. (Not open to students who have had course 115-116.) 8 s.h.

ASSOCIATE PROFESSOR INGLES

117N. COMMUNITY NURSING.—Designed for administrators, teachers, and supervisors in schools of nursing. Emphasis is on the integration of out-patient departments and community social and health agencies into the nursing school curriculum and on the preparation of nurses for community service. 3 s.h.

ASSISTANT PROFESSOR BROCKER

120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. 3 s.h.

ASSOCIATE PROFESSOR INGLES, ASSISTANT PROFESSOR ZUKOWSKI

124N. NURSING EDUCATION: TEACHING OF THE NURSING ARTS.—In this course an effort is made to help prospective teachers to integrate the facts and principles of the natural, social, and medical sciences into the teaching of nursing arts. Though major emphasis is placed upon problems which are involved in teaching the first course, the concept of the nursing arts as an integral part of each clinical area is stressed. 3 s.h.

ASSOCIATE PROFESSOR INGLES

130N. PSYCHOSOMATIC NURSING.—A study of the close relationship between mind and body in all illness and of the techniques of observation and interview both experimental and therapeutic. Lectures, clinics, conferences, discussions, and experience with patients. 4 s.h.

ASSISTANT PROFESSOR ZUKOWSKI

131N-132N. PSYCHIATRY AND PSYCHIATRIC NURSING.—An advanced study with special emphasis on personality development and the preventive and therapeutic aspects of psychiatry and psychiatric nursing. In the second semester the management of practical situations of increasing complexity is stressed. Lectures, clinics, conferences, discussions, and experience with patients. 8 s.h.

ASSISTANT PROFESSOR ZUKOWSKI, AND MEDICAL STAFF IN PSYCHIATRY

133N. SEMINAR IN PSYCHIATRIC NURSING.—Special study of areas such as behavior problems of children, projective tests, group therapy, mental hygiene clinics, etc. 3 s.h.

ASSISTANT PROFESSOR ZUKOWSKI, AND MEDICAL STAFF IN PSYCHIATRY

134N-135N. ADVANCED MEDICAL AND SURGICAL NURSING.—A study of the medical and surgical aspects of selected diseases aimed at giving the student a better comprehension of the total care necessary to bring about the best possible results for patients. Lectures, discussions, case histories, and planned observation and experience with patients. 8 s.h.

ASSOCIATE PROFESSOR INGLES AND MEDICAL STAFF

136N. SEMINAR IN MEDICAL OR SURGICAL SPECIALTY.—Directed study in a selected medical or surgical specialty. Each student works on a problem of major interest to her. Individual research in the collection of original material. 3 s.h.

ASSOCIATE PROFESSOR INGLES

192N. PRINCIPLES AND METHODS OF TEACHING IN SCHOOLS OF NURSING.—The primary purpose of this course is to help teachers in schools of nursing to understand and to utilize generally accepted principles of learning and to carry out a more effective teaching program in a school of nursing. Instruction is given in the planning of courses, in methods of teaching in classrooms and in hospital divisions, in construction of examinations, and in the utilization of other methods of determining the effectiveness of a teaching program. 3 s.h.

ASSOCIATE PROFESSOR INGLES

193N. WARD ADMINISTRATION AND TEACHING.—This course is designed to help head nurses better to understand their functions in planning and managing a program on a hospital division which will result in improved care of patients, greater satisfaction for professional and non-professional personnel, and a more adequate teaching program for students and others. 3 s.h.

ASSOCIATE PROFESSOR INGLES

194N. TEAM NURSING.—Discussion of principles of Team Nursing, and practice in a clinical area as a team member and a team leader. 7:00-12:20. Room 3032, Duke Hospital. Monday through Friday, July 25-August 5. Limited to 20 students. 2 s.h.

PROFESSOR CLARK AND STAFF

195N. PERSONNEL WORK IN SCHOOLS OF NURSING.—The primary purpose of this course is to help head nurses and supervisors to develop greater understanding of the principles of human behavior and greater ability to apply these principles in working with patients and others on hospital divisions, and in establishing cooperative relationships with other departments of the hospital. 3 s.h.

PROFESSOR JACOBANSKY

Tuition, Fees, and Other Expenses

FEES PER SEMESTER

A matriculation fee of \$20.00 is paid at the time of acceptance to Woman's College.

Tuition.....	\$225.00
General Fee (Undergraduate) including health, library and incidental fees.....	75.00

LIVING ARRANGEMENTS

Students may make their own arrangements to live in private homes or Woman's College dormitories. Applications for a room in the College dormitory should be made to Housing Bureau, Duke University.

EMPLOYMENT

A limited number of nurses may be employed at Duke Hospital during the time they are taking courses at Duke University. Nurses who are working full-time (40 hours per week) may take one course each semester. Nurses who wish to reduce hours of work per week to 36, with a corresponding reduction in salary, may take two courses each semester.

For information about employment write to the Director of Nursing Service, Duke Hospital.

Program in Psychiatric Nursing



A program in Advanced psychiatric nursing is offered to qualified graduate nurses. This program is designed to prepare nurses for head nurse and first level teaching and supervisory positions in psychiatric units of general and mental hospitals, and in other mental hygiene and psychiatric services in the community. Students who wish to qualify for supervisory or teaching positions in the psychiatric field are advised to complete the program which leads to the degree of Bachelor of Science in Nursing Education.

Planned clinical teaching and experience is included in this program and totals 368 hours which consists of participating in conferences and clinics as well as working closely with psychiatric patients. Facilities used for these experiences includes: the psychiatric in-patient unit, the out-patient department and the psychosomatic service of Duke Hospital, child guidance clinics, the State Hospital in Raleigh, N. C., and Highland Hospital in Asheville, N. C.

This program begins in September and is planned to take two semesters and one summer session so that approximately 33 semester hours of credit may be earned during the calendar year.

A limited number of traineeships are available through the U. S. Public Health Service for those nurses who have demonstrated particular interest and aptitude in this field.

Requirements for admission are the same as for all students admitted to the program which leads to the degree of Bachelor of Science in Nursing Education or Bachelor of Science in Nursing with the addition of basic preparation or its equivalent in Psychiatric Nursing.

OUTLINE OF PROGRAM (ONE YEAR)

	<i>Credits</i>
Fall Semester	
Educ. 130N Psychosomatic Nursing.....	4
Educ. 131N Psychiatric Nursing.....	4
Electives Recommended by Instructor.....	8
	16
Winter Semester	
Educ. 132N Psychiatric Nursing.....	4
Educ. 133N Seminar in Psychiatric Nursing.....	3
Electives Recommended by Instructor.....	8
	15
Summer	
Educ. 120N Problem in Nursing Care.....	3

Program in Medical and Surgical Nursing



A TWELVE-MONTH program in medical and surgical nursing is offered to qualified graduate nurses. The primary objective of this program is to prepare individuals for head nurse positions in medical and surgical units of hospitals. Credit for the entire program applies toward the degree of Bachelor of Science in Nursing Education. Students who are interested in teaching and supervision in medical and surgical nursing are urged to complete all requirements for the degree.

OUTLINE OF THE PROGRAM

<i>Fall Semester</i>	<i>Credits</i>	<i>Spring Semester</i>	<i>Credits</i>
130N Psychosomatic Nursing.....	4	193N Ward Administration and Teaching.....	3
134N Medical and Surgical Nursing.....	4	135N Medical and Surgical Nursing.....	4
160N Social Foundations of Nursing Education.....	3	117N Community Nursing.....	6
Elective.....	3-6	Elective.....	3-3
	<u>14-17</u>		<u>13-16</u>

SUMMER SESSION

S136N Seminar in Medical and Surgical Nursing.....	3
S120N Problem in Nursing Care.....	3

The courses in medical and surgical nursing and in psychosomatic nursing will include from four to 16 hours per week of field work in medical and surgical divisions and medical and surgical out-patient clinics of Duke Hospital, and with various community health and social agencies. Students who are interested in a particular medical or surgical specialty (orthopaedic nursing, neurosurgical nursing, etc.) may have added experience in that area during the summer months. For some students experiences in other hospitals may be arranged.

Requirements for admission are the same as for all students admitted to the program which leads to the degree of Bachelor of Science in Nursing Education.

THE SCHOOL OF FORESTRY

Fall Semester begins September 20, 1956

Spring Semester begins January 30, 1957

Forestry in Duke University



General Statement

FORESTRY in Duke University began early in 1931, when, through placing the Duke Forest under intensive management for forestry purposes, a substantial beginning was made in laying the foundation for educational work and research in forestry.

An academic-forestry curriculum, designed for students intent upon pursuing the study of forestry, particularly as a profession after graduation, was organized in Trinity College of Duke University in 1932. This course of study provides only for instruction in fundamental and auxiliary subjects basic to a proper understanding of the highly specialized work in technical forestry. Duke University offers no professional degree in technical forestry available to undergraduates.

Training in technical forestry leading to the professional degrees, Master of Forestry and Doctor of Forestry, is offered in the School of Forestry, and is open to graduates of recognized scientific schools or colleges, universities, and professional schools of forestry and to other men who meet the entrance requirements of the school.

Duke University is also prepared to offer, through the Graduate School of Arts and Sciences, graduate work in the more scientific aspects of forestry leading to the Master of Arts and Doctor of Philosophy degrees. This work is available to graduates of schools of forestry of recognized standing, and to college or university graduates holding the Bachelor's degree with their major work in appropriate scientific subjects.

Educational Facilities

A description of the facilities of the School of Forestry and of the Duke Forest is given in the *Bulletin of the School of Forestry*.

Fellowships, Scholarships, and Graduate Assistantships in Forestry



A NUMBER of fellowships, scholarships, and research assistantships are available to men who offer promise of becoming leaders in the forestry profession. These will be awarded for high character and marked scholastic ability as judged by education, experience, and personal references. For more detailed information see the *Bulletin of the School of Forestry*.

Tuition, Fees and Expenses



THE following table shows the general fees and charges collected from all students. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

General Fees

Tuition, per semester.....	\$225.00
General Fee, per semester.....	60.00

Forestry students may obtain admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$10.00 per year plus any Federal taxes that may be imposed. This fee is payable in the fall semester.

TRANSCRIPTS: A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

PAYMENTS TO FELLOWS AND SCHOLARS: Payments by the University of stipends to fellows, research assistants, and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

Living Accommodations

Rooms for men are provided in the Men's Graduate Center. Food service is available. For more complete information see the *Bulletin of the School of Forestry*.

Requirements for Admission to the School of Forestry



THE admission requirements of the School of Forestry for work toward the Master of Forestry degree presuppose that an applicant is either:

1. A graduate of a scientific school, college, or university of high standing, but without professional training in forestry, or
2. A graduate of a professional school of forestry, or
3. A student who has successfully completed the pre-forestry curriculum of one of the institutions cooperating with the School of Forestry, as indicated in the *Bulletin of the School of Forestry*.

Each applicant must present a certified transcript of his academic record showing the courses he has taken, the number of credit hours he has earned and the grades received. The total number of quality points* must be at least two and one half times the total credit hours to meet the minimum scholastic standards required for admission to the School. An applicant also must have satisfactorily completed undergraduate work in minimum amount, as follows:

One year of biology, including at least one semester of botany, or one year of botany.

One year each of English composition and of chemistry.

One course each in physics and in the principles of economics.

Mathematics, through college algebra and trigonometry.

It is urged that an applicant without professional training in forestry present additional credits in the above subjects and in one or more of the following subjects: soils, geology, mineralogy, petrology, climatology, surveying, languages (particularly German and French), sociology, political science, philosophy, psychology, and zoology.

An applicant who is a graduate of a professional school of forestry will present a certified transcript of scholastic record showing the

* Grades for each hour of college credit and also for credit earned in the School of Forestry, are valued in quality points as follows: "A," 4 points; "B," 3 points; "C," 2 points; "D," 1 point; and "F," no points.

award of a degree. Before registering for the first semester of residence, such applicants will be required to select the branch or branches of forestry in which they wish to concentrate the major part of their work and to prepare their proposed programs in conference with the appropriate faculty adviser. Ordinarily graduates of a fully accredited school of forestry should be able to meet all requirements for the Master of Forestry degree in one full school year of resident study; others will require a longer period of residence.

Students must make application for admission in advance of the opening of the school year. Those students entering without acceptable courses in plane surveying, forest-tree identification, forest surveying, and forest mensuration must take the work in these subjects in the Summer Session, and are required to submit their applications prior to May 1. Students entering with advanced standing in all four courses should make application before September 1. Application blanks will be sent upon request made to the Dean of the School of Forestry.

Cooperative Plan of Study with Selected College and Universities



AWARE of the far reaching values to be derived from training in the liberal arts and sciences, the Duke School of Forestry, since its inception, has had the corporation of Trinity College, the men's undergraduate college of arts and sciences of Duke University, in preparing students for professional careers in forestry. Under the plan a student devotes his first three years to a coordinated and carefully integrated program of study in the basic arts and sciences in Trinity College. The summer between his junior and senior year and the two following school years are spent in the School of Forestry. Upon the successful completion of this five-year course of study, a student has earned the Bachelor of Science degree from Trinity College and the professional Master of Forestry degree from the Duke School of Forestry.

Based upon the experience and success of this cooperative program with Trinity College, the School of Forestry in 1952 initiated similar programs of collaboration with a selected group of colleges and universities located throughout the United States. These programs offer students the numerous advantages of a broad background in liberal arts and sciences as preparation for later professional training. A student intent upon following such a course of study should make application to one of the colleges listed below. Admission requirements and

other information pertinent to matriculation may be obtained from each of these institutions. Not later than the end of the first semester of the third year in the college or university of his choice, the student must make formal application for admission to the Duke School of Forestry. To qualify for admission under these programs, a student must have followed a planned course of study arranged in consultation with his advisor, must have the official recommendation of his college, and must meet the minimum requirements for admission to the Duke School of Forestry.

A list of cooperating schools is given in the *Bulletin of the School of Forestry*.

Requirements for the Degree of Master of Forestry



THE degree of Master of Forestry (M.F.) is conferred upon students who have satisfactorily completed at least two years of study in technical forestry and one term of thirteen weeks' work in plane surveying, forest-tree identification, forest surveying, and forest mensuration in the Summer Session. In addition to the Summer Session work a total of not less than sixty semester hours' credit is required for the M.F. degree, of which at least fifty shall have been obtained in the School of Forestry. Each student, to qualify for the M.F. degree, must have obtained at least two and one half quality points per semester hour of credit under the quality-point system.

Field studies of typical timber-harvesting, manufacturing, and other utilization operations in the South Atlantic Coastal Plain are conducted from the School's field headquarters during a two-week period in the spring semester as part of the work required of students registered in Harvesting and Processing Forest Products (Forestry 211-212). Other students may be permitted or advised to take the field trip for which one semester hour of credit may be earned by registering for Forestry 212. A similar period of field work in forest soils, silviculture, forest management, and other subjects in the coastal plain is available to students.

No student may take less than fourteen or more than eighteen hours in any one semester without special permission of the School of Forestry Faculty. The following work will be required of all candidates for the M.F. degree:

SUMMER SESSION

	S.H.
Plane Surveying (C.E. S110).....	4
Forest-Tree Identification (F. S149).....	1
Forest Surveying and Aerial Photo Interpretation (F. S150).....	4
Forest Mensuration (F. S151).....	4

FIRST YEAR

First Semester

	S.H.
Harvesting and Processing Forest Products (F. 211).....	3
Properties of Wood (F. 259).....	3
Forest Soils (F. 261).....	3
Economics of Forestry (F. 277).....	3
Electives	3

Second Semester

	S.H.
Harvesting and Processing Forest Products Field Trip (F. 212).....	1
Forest Pathology (F. 224).....	3
Sampling Methods (F. 251).....	3
Dendrology (F. 253).....	3
Silvics (F. 264).....	3
Electives	2

SECOND YEAR

Two curricula in forestry are available after the common minimum requirements for both have been met. One is in general forestry; the other in forest products. The required work in each curriculum, in addition to that common to both, is:

GENERAL FORESTRY CURRICULUM

*First Semester**Second Semester*

	S.H.		S.H.
Forest Entomology (F. 231).....	3	Soils and Silviculture Spring	
Silviculture (F. 265).....	3	Trip (F. 266).....	1
Applied Silviculture (F. 267).....	1	Forest Protection (F. 274).....	2
Forest Valuation (F. 279).....	3	Advanced Forest Management (F. 342)	2
Forest Management (F. 281).....	3	Thesis research or electives.....	10
Thesis research or electives.....	2		

FOREST PRODUCTS CURRICULUM

*First Semester**Second Semester*

	S.H.		S.H.
Seasoning and Preservation (F. 213)..	3	Forest Products Entomology (F. 232)..	3
Silviculture (F. 265)	3	Wood Anatomy (F. 260).....	3
Forest Management (F. 281).....	3	Industrial Engineering (Eng. 158)....	3
Advanced Forest Utilization (F. 311)..	3	Thesis research or electives.....	6
Thesis research or electives.....	3		

The submission of a thesis for the M.F. degree is optional. In lieu of a thesis, and with the approval of a student's faculty adviser, an acceptable report on a special study will be required, credit for which will not exceed three semester hours.

Each candidate who writes a thesis will be required to file in the office of the Dean of the School of Forestry on or before May 15 three copies of the thesis, typewritten and bound in accordance with regulations set forth by the Faculty. The thesis shall be based upon an original study made in the field, laboratory, or library.

Work of equivalent grade done in residence at other institutions may, with the approval of the Faculty, be accepted as credit toward the M.F. degree. A minimum of one year's residence is required at Duke University. Students who have had satisfactory undergraduate training in forestry may, with the approval of the Faculty, elect to devote the major portion of their time to research under the supervision of one or more members of the Faculty and prepare a more comprehensive thesis than is required of students entering the School without previous work in forestry. Students in the School of Forestry may take in allied departments of the University as electives certain courses approved by the Faculty.

Requirements for the Degree of Doctor of Forestry



THE degree Doctor of Forestry (D.F.) is a professional and research degree conferred on those students who have satisfactorily completed specified requirements of advanced study and research. Although course work is a necessary part of a student's program, the mere accumulation of course credits will not be sufficient for the attainment of this degree. The granting of the D.F. degree is based primarily upon the student's thorough knowledge of a specialized field of study and upon the production of an acceptable dissertation embodying the results of original research. The general requirements, which are presented in the following paragraphs, ordinarily will be rigidly adhered to, although deviations in exceptional cases may be made with the approval of the Faculty of the School of Forestry.

The D.F. degree is offered with majors (also minors) in the following branches of forestry: forest economics, forest entomology, forest management, forest mensuration, forest pathology, forest soils, forest-tree physiology, forest utilization, silvics, silviculture, and wood and forest products technology.

Prospective students should correspond with the Dean of the School of Forestry on all matters pertaining to admission to the School.

ENTRANCE REQUIREMENTS: A prospective student must have received the degree of Master of Forestry, or its equivalent, from a school of forestry of recognized standing. His scholastic average for his undergraduate work must be at least $2\frac{1}{2}$ quality points, and that of his graduate studies three quality points per hour of credit.

An applicant must file a formal application for admission together with transcripts of his undergraduate and graduate academic records. In his application he should clearly state the branch of forestry in which he desires to concentrate, and if possible, the specific research.

The Committee on Admissions of the School of Forestry, together with the prospective student's major adviser, will determine if the qualifications of the applicant meet entrance requirements.

RESIDENCE REQUIREMENTS: The period of resident study beyond the M.F. degree or its equivalent is two years. Course work of equal grade taken at another college or university may, with Faculty approval, be accepted in partial fulfillment of the residence re-

quirement, but the last year of residence must be at Duke University. With the approval of the Faculty, one year of resident credit may be granted for work taken in the regular terms of the Summer Session of Duke University. Graduate work of a fragmentary nature taken over a period of several years will not meet the residence requirement.

PROGRAM OF STUDY: A committee consisting of five members of the Faculty will be appointed by the Dean to supervise the work of each student. This committee shall consist of a major adviser, a minor adviser and three other Faculty members. The major adviser will serve as Committee Chairman.

If the student's previous training is inadequate, he will be required to remedy such deficiencies as may be directed by his committee. The student, in consultation with his advisers, will prepare a program of study and research. The proposed program will be presented to the committee for consideration and acceptance, and then submitted to the Faculty of the School of Forestry for final approval. The minor requirement may be fulfilled by advanced course work or course work and research. Requirements for the minor will be established by the Faculty member in charge of the field. The minor may be taken in the School of Forestry, or in a related department, school, or college in the University.

A grade point average of at least two quality points per credit hour is required of all work toward the doctorate.

FOREIGN LANGUAGES: A reading knowledge of two foreign languages is required. One of these shall be either French or German; the other will be selected by the committee with the view toward determining the student's needs. The foreign language examinations will be conducted by the appropriate language departments or, for certain languages, by a qualified member of the Faculty of Duke University.

COMPREHENSIVE EXAMINATION: At least six months before the student expects to receive the D.F. degree, and after he has completed the foreign language requirement and most of his formal course work, he will be required to take a comprehensive preliminary examination. The examination will be written in subjects specified, and may be followed by an oral examination given by the committee. The decision as to whether the examination has been passed or failed is the responsibility of the committee.

Should the student fail the comprehensive examination he may apply for a second examination to be taken not earlier than six months after the first. Failure in the second examination renders the student ineligible to continue work for the D.F. degree at Duke University.

Upon satisfactory completion of the preliminary examination the student shall be considered a candidate for the D.F. degree.

DISSERTATION: In addition to obtaining adequate training in the field of his specialty, the student must demonstrate his ability to plan and conduct sound, original research. Evidence of this accomplishment must be presented in the form of an acceptable dissertation embodying the results of original work, which is a definite contribution to knowledge.

The subject of the dissertation must receive the approval of the Faculty, and the title filed with the Dean of the School of Forestry on or before October 15 of the academic year in which the candidate desires to take his final examination.

Four typewritten copies of the dissertation in approved form, must be deposited with the Dean of the School of Forestry on or before April 15 of the academic year in which the student expects to obtain the D.F. degree. The original and first carbon copy will be deposited in the University Library, the major adviser will receive one copy, and the fourth copy will be returned to the student.

The dissertation must be published either in its original form or in a modified form approved by the major adviser. In its published form the title page should include this statement: "A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Forestry in the School of Forestry of Duke University." In some instances an abstract, published in a recognized journal, will be considered as meeting the publication requirement.

The candidate must deposit a fee of \$50.00 with the Treasurer of the University on or before May 1 of the year the degree is to be conferred. If the dissertation is published in acceptable form within three years from the time the degree is granted, the deposit will be returned to the student upon receipt of 10 reprinted copies of the publication.

FINAL EXAMINATION: The final examination will be in defense of the candidate's dissertation and on related subject matter. It will be oral and will be conducted by the supervisory committee. At least six months must elapse between the dates of the preliminary and the final examinations.

Forestry in the Graduate School



MAJOR and minor work is offered in the scientific aspects of forestry leading to the A.M. and Ph.D. degrees, which are administered by the Graduate School of Arts and Sciences. Work for these degrees may be pursued only in forest-tree physiology, wood anatomy and properties, forest pathology, silvics, forest soils, forest mensuration, forest entomology, and forest economics. Students who have had specialized training in botany or soil science and in allied basic subjects, such as physics, chemistry, geology, and zoology, may pursue graduate study and research only in the specialized fields for which their previous work has qualified them. Students who do not have previous training in forestry will be required to complete a minimum of thirty semester hours of approved work in forestry as a preliminary requirement to advanced study for the A.M. and Ph.D. degrees. Holders of these degrees will not be regarded as professionally trained foresters.

Applicants for admission to the Graduate School must ordinarily have made, in their undergraduate work, not less than a "B" average and must not have concentrated excessively in one field of study to the detriment of a rounded program. They should have met substantially the requirements for the A.B. or B.S. degree at Duke University.

In addition to fulfilling the usual requirements for admission, the applicant must satisfy the Director of Graduate Studies in Forestry as to his liberal arts training, as well as to his preliminary training in the field of forestry.

For detailed information concerning admission to the Graduate School, and for regulations governing candidacy for the A.M. and Ph.D. degrees, language requirements, residence requirements, and other regulations concerning these degrees, the student should consult the *Bulletin* of the Graduate School of Arts and Sciences.

Courses and Subjects of Instruction



With the exception of the Summer Session courses, odd-numbered courses are offered in the autumn semester, and even-numbered courses are offered in the spring semester.

SCHOOL OF FORESTRY COURSES

IN THE SUMMER SESSION

C.E. S110. PLANE SURVEYING.—A special section of C.E. 61 intended for students in forestry and others of advanced standing. *Four weeks, eight hours a day, beginning June 12, 1956. 4 s.h.* MR. THARP

S149. FOREST-TREE IDENTIFICATION.—Field studies leading to the identification of trees and principal shrubs indigenous to the Piedmont and coastal plain forests of the Southeastern United States. *One week, eight hours a day, beginning July 10, 1956. 1 s.h. (w)* MR. HARRAR

S150. FOREST SURVEYING AND AERIAL PHOTO INTERPRETATION.—Application of plane surveying to forest problems; practice in making boundary, topographic and cover type surveys; details of land ownership and transfer, title search, and deed descriptions. The last two weeks will be spent in the study of the principles of aerial photogrammetry and photo interpretation, and may be taken separately for 2 hours of credit. Prerequisites: Civil Engineering S110, Forestry S149, or equivalents. *Four weeks, eight hours a day, beginning July 17, 1956. 4 s.h. (w)* MR. CHAIKEN

S151. FOREST MENSURATION.—Field studies in methods of measuring content and growth of trees and forest stands; practice in timber estimating, log scaling, use of mensurational instruments, and collection of basic data. *Four weeks, eight hours a day, beginning August 14, 1956. 4 s.h. (w)* MR. SCHUMACHER

S230. INSECT ENEMIES AND DISEASES OF SOUTHERN FORESTS.—Identification and control of injurious forest insects and diseases occurring in the South. Time to be arranged. Minimum enrollment 10. 1 s.h. or may be taken without credit MESSRS. ANDERSON AND JOHNSON

FOR SENIORS AND GRADUATES

211-212. HARVESTING AND PROCESSING FOREST PRODUCTS AND FIELD TRIP.—Methods of harvesting and processing forest products with emphasis on methods and costs in managed North American forests. A two-week field trip (F. 212), during which typical forest harvesting operations and processing plants are studied, is required of students taking Forestry 211. The field trip (F. 212) may be taken by other students having had work equivalent to Forestry 211. F. 211—3 s.h.; F. 212—1 s.h. (w) MR. WACKERMAN

213. SEASONING AND PRESERVATION OF WOOD.—Principles of seasoning lumber and other forest products by air drying and kiln drying, types of kilns and their operation; principles, methods, and materials used in treating wood to increase its durability. 3 s.h. (w) MR. WACKERMAN

214. MARKETING FOREST PRODUCTS.—Methods of selling and distributing timber, lumber, and other forest products in domestic and foreign trade; transportation methods; promotional activities of trade associations; competition between producing regions for markets and problems arising from the development of wood substitutes. Prerequisites: Forestry 211-212 or equivalent. 3 s.h. (w) MR. WACKERMAN

216. LUMBER MANUFACTURING.—Methods of processing logs for sawn products with emphasis on the principles involved in obtaining maximum volume and quality yield for large and small mills and concentration yards; trends in production and consumption of lumber by regions and the development of new lumber products. 3 s.h. (w) MR. WACKERMAN

224. FOREST PATHOLOGY.—Infectious and non-infectious diseases of forest trees, and related deterioration of forest products. Field and laboratory study of symptoms, etiology, and control. Prerequisites: Botany 1 and 2, or equivalent. 3 s.h. (w) MR. JOHNSON

231. FOREST ENTOMOLOGY.—Principles of protecting forests from insect attack; character of insect damage to forest trees and their products; identification and biology of important species; survey methods and control. 3 s.h. (w) MR. ANDERSON

232. FOREST-PRODUCTS ENTOMOLOGY.—Recognition of insect damage to wood products; etiology, biology and control of important species. 3 s.h. (w) MR. ANDERSON

236. FOREST-GAME MANAGEMENT.—Principles of management for the sustained production of desirable game and fur animals on forest lands; characteristics and biology of important species. 3 s.h. (w) MR. ANDERSON

237. FOREST-RANGE MANAGEMENT.—Principles of management of livestock grazing on forest ranges on the basis of sustained multiple use. 3 s.h. (w) MR. ANDERSON

251. SAMPLING METHODS IN FORESTRY.—Statistical background for solution of sampling problems with special reference to sample inventory of a forest property. Offered both semesters. Prerequisite: Forestry S151. 3 s.h. (w) MR. SCHUMACHER

252. FOREST MENSURATION.—Empirical equations and curve fitting appropriate for construction of timber yield tables, tree volume and taper tables; significance tests and graphical solution of equations. Assignments require operation of calculating machines. Prerequisite: Forestry 251. 3 s.h. (w) MR. SCHUMACHER

253. DENDROLOGY.—Nomenclature, classification, and identification of woody plants with special reference to species indigenous to southeastern United States and other important forest regions of temperate North America. Laboratory and field work. Prerequisite: one year of biology. 3 s.h. (w) MR. HARRAR

255. BONDING OF WOOD.—Preparation of veneers and lumber for bonding; types and characteristics of modern adhesives used in the manufacture of plywood and laminates; cold and hot pressing procedures; use of electronic heating; bag molding techniques; manufacture and properties of transmuted wood; inspection and testing procedures. Prerequisite: Forestry 260 or equivalent. 3 s.h. (w) MR. HARRAR

257. DESIGN OF FORESTRY EXPERIMENTS AND ANALYSIS OF DATA.—Role of experimental design in field and laboratory, and statistical analysis of data as aspects of scientific methods in forestry research. 5 s.h. (w) MR. SCHUMACHER

259. PROPERTIES OF WOOD.—The chemical nature of wood substance and its industrial chemical derivatives. Wood-moisture relationships; pertinent non-mechanical physical properties; mechanical properties and factors affecting the strength of wood; standard timber testing procedures. Uses of woods as determined by their properties. Prerequisites: one year of college chemistry; one course in college physics. 3 s.h. (w) MR. HARRAR

260. WOOD ANATOMY.—Study of the physical features and the gross and minute structural characteristics of wood leading to the identification of the commercial woods of the United States, and the important tropical woods used in American wood-working industries. Elementary microtechnique. Prerequisite: one year of biology. 3 s.h. (w) MR. HARRAR

261. FOREST SOILS.—Origin, development, and classification of soils with special emphasis on those developed in humid climates; morphological, physical, and chemical properties of soils in relation to growth of trees; effect of forests on soils. Prerequisites: Chemistry 1 and 2, and Physics 1, or equivalent; physical geology, mineralogy, petrology, and analytical chemistry are also desirable. 3 s.h. (w)

MR. RALSTON

264. SILVICS.—Ecological foundations of silviculture with special reference to forest site factors; influence of forests on their environment; growth and development of trees and stands; origin, development, and classification of forest communities; methods of studying forest environments. Desirable prerequisites: plant physiology, plant ecology, and Forestry 261, or equivalents. 3 s.h. (w)

MR. RALSTON

265. THEORY AND PRACTICE OF SILVICULTURE.—Principles governing natural regeneration and treatment of forest stands and their application; reproduction methods, intermediate cuttings, and cultural operations. Field practice includes marking for various kinds of cuttings, cultural treatments, and study of managed stands in the Duke Forest. Prerequisite: Forestry 264 or equivalent. 3 s.h. (w)

MR. KORSTIAN

266. SOILS AND SILVICULTURE SPRING TRIP.—Approximately one week at spring camp studying soils and silviculture in the coastal plain. Prerequisites: Forestry 261, 265 or equivalents. 1 s.h.

MR. RALSTON

267. APPLIED SILVICULTURE.—Application and comparison of silvicultural practices to principal commercial forest species, types and regions of temperate North America, with particular emphasis on the South. Field work will include preparation of silvicultural plans. Prerequisite: Forestry 265 or equivalent. 1 s.h. (w)

MR. KORSTIAN

268. FOREST SEEDING AND PLANTING.—Place of artificial regeneration in practice of forestry; reforestation surveys and plans; collection, extraction, cleaning, testing and storage of forest tree seeds; direct seeding; nursery practice; forest planting. 2 s.h. (w)

MR. KORSTIAN

274. FOREST PROTECTION.—Principles of forest protection; causes, character and effects of forest fires; principles of forest fire prevention, suppression and suppression; fire control costs and fire plans; protection against domestic animals, wildlife, and atmospheric agencies. 2 s.h. (w)

MR. CHAIKEN

276. FORESTRY POLICY.—Objective study and analysis of the development of public land and forestry policies in the United States, present policies of public and private forestry organizations, and current policy issues in the light of economic and other criteria. Prerequisites: Forestry 279, 281. 2 s.h. (w)

MR. STOLTENBERG

277. ECONOMICS OF FORESTRY.—Principles of economics used in the analysis of factors affecting the supply of forest products, pricing of stumpage and primary forest products, factors affecting the demand for forest products, economic characteristics and problems of the major forest products industries; analysis of such specific private forestry problems as marketing, forest ownership pattern, taxation, credit, risk, and economic fluctuations. Prerequisite: at least one course in the principles of economics. 3 s.h. (w)

MR. STOLTENBERG

279. ECONOMIC ANALYSIS IN FOREST MANAGEMENT.—Principles of economics of particular value in private forest management; development of specific applications for evaluating production alternatives in forestry. Prerequisite: Forestry 277 or consent of the instructor. 3 s.h. (w)

MR. STOLTENBERG

281. FOREST MANAGEMENT.—Principles of organizing forest properties for systematic management; use of data obtained in surveys and inventories; principles of forest regulation, including a study of normal and actual forests, rotations, cutting cycles, and methods of regulating the cut in even-aged and all-aged forests for sustained yield; introduction to the preparation of preliminary forest management plans. Prerequisites: Forestry S150, S151, or equivalents. 3 s.h. (w)

MR. CHAIKEN

211A. TO 282A. SPECIAL STUDIES IN FORESTRY.—Work on the same level as the foregoing Senior-Graduate courses to meet the needs of individual students. Credits and hours to be arranged. THE STAFF

FOR GRADUATES

301-302. ADVANCED STUDIES IN FORESTRY.—Credits to be arranged. To meet individual needs of graduate students in the following branches of forestry:

A. SILVICS.—Prerequisites: Forestry 253, 261, and 264 or equivalents.

MR. KORSTIAN

B. FOREST SOILS.—Prerequisite: Forestry 261 or equivalent.

MR. RALSTON

C. SILVICULTURE.—Prerequisites: Forestry 265, 266 and 267 or equivalents.

MR. KORSTIAN

D. FOREST MANAGEMENT.—Prerequisite: Forestry 281 or equivalent.

MR. CHAIKEN

E. FOREST ECONOMICS.—Prerequisite: Forestry 277 or equivalent.

MR. STOLTENBERG

F. PROPERTIES OF WOOD.—Prerequisites: Forestry 259 and 260, or equivalents.

MR. HARRAR

G. FOREST MENSURATION.—Prerequisite: Forestry 252, or equivalent.

MR. SCHUMACHER

H. FOREST ENTOMOLOGY.—Prerequisites: Forestry 231, 232 or equivalents.

MR. ANDERSON

I. FOREST UTILIZATION.—Prerequisite: Forestry 211-212 or equivalent.

MR. WACKERMAN

J. DENDROLOGY.—Prerequisite: Forestry 253 or equivalent.

MR. HARRAR

311. ADVANCED FOREST UTILIZATION.—Analysis of the principles of determining the cost of and return from harvesting and manufacturing timber for various products and other uses of forests; study of factors governing the relation of tree size to net stumpage values; and the application of these principles and methods in the solution of actual case problems. Prerequisites: Forestry 211-212 or equivalent. 3 s.h. (w)

MR. WACKERMAN

320. SEMINAR IN SILVICULTURE.—Arranged primarily to give graduates of other schools of forestry special training in the silviculture of the forests of the South. All men taking this course should also register for Forestry 266. Prerequisite: At least one course in silviculture. 3 s.h. (w)

MR. KORSTIAN

322. SOIL CLASSIFICATION AND MAPPING.—Classification of soils as natural bodies. Mapping of soils, land use classes and forest site classes. Ordinarily one week of field study will be made of soils in either the coastal plain or mountains. Prerequisites: Forestry 261. 2 s.h. (w)

MR. RALSTON

323-324. ADVANCED FOREST PATHOLOGY.—Advanced study and research on life histories and control of diseases of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and forest pathology. Credits to be arranged.

MR. JOHNSON

326. ADVANCED FOREST SOILS.—Interrelations of the physical, chemical, and biological characteristics of forest and range soils. Prerequisites: analytical chemistry and Forestry 261. 3 s.h. (w)

MR. RALSTON

331. TOXICOLOGY AND USE OF INSECTICIDES.—Physical, chemical and biological properties of materials used to destroy insects. Formulation, toxicology and use are emphasized. 3 s.h. (w)

MR. ANDERSON

332. ECOLOGY OF FOREST INSECTS.—Study of the environmental factors as they influence insect population development. Both the physical and the biotic aspects are considered on the basis of field and laboratory experimental methods. Prerequisites: Forestry 231 or Forestry 232 or equivalent. 3 s.h. (w)

MR. ANDERSON

342. ADVANCED FOREST MANAGEMENT.—Examination and analysis of techniques employed in the management of industrial and public forests, particularly in the South; discussion of problems of large scale intensive forest management. One week is spent in field study in the South Atlantic Coastal Plain. Prerequisites: Forestry 267, 279, and 281 or equivalents. 2 s.h. (w) **MR. CHAIKEN**

351-352. ADVANCED PHYSIOLOGY OF FOREST TREES.—Advanced study and research on problems in physiology of forest trees to meet individual needs of graduate students. Prerequisites: plant physiology and plant ecology and silvics. Credits to be arranged. **MR. KRAMER**

354. WOOD FINISHING.—Preparation of wood and wood surfaces for application of finish coatings; the physical and chemical properties of finishing materials; equipment and methods of application; overlays, decals, and printing; laboratory control and qualitative evaluation of finished surface; finishing characteristics of various species of wood. Prerequisites: Forestry 259, 260 or equivalent; 1 year of organic chemistry also desirable. 3 s.h. (w) **MR. HARRAR**

356. SEMINAR IN FOREST ECONOMICS.—Examination and discussion of the application of economic concepts in forestry, the potential contribution of economic analysis to private and public forest management; current research in forest economics. Prerequisites: Forestry 277 and 279 or consent of the instructor; advanced courses in economics and economic theory are desirable. 2 s.h. (w) **MR. STOLTENBERG**

357-358. RESEARCH IN FORESTRY.—Credits to be arranged. Students who have had adequate training may do research under direction of members of the Faculty in the branches of forestry indicated under courses 301-302 with the same prerequisites as thereunder noted. Each branch to bear the same letter designation as under Courses 301-302.

OTHER RELATED COURSES

In addition to the previously listed courses offered in the School of Forestry, the following courses may also be taken for credit.

BOTANY DEPARTMENT

202. GENETICS.—The principles of heredity, their cytological basis, and their bearing on other fields of biology. Laboratory work involves experimental breeding of the fruit fly and interpretation of data from the breeding of plants. Offered in alternate years. Prerequisites: one year of botany, zoology, or equivalent, and college algebra. 4 s.h. **MR. PERRY**

221. INTRODUCTORY MYCOLOGY.—Field and laboratory study of the vegetative and reproductive structures of the fungi and slime molds. Methods of collection, isolation, propagation, and identification of the major orders as represented in the local flora. Prerequisite: A year of biological science. 4 s.h. **MR. JOHNSON**

252. ADVANCED PLANT PHYSIOLOGY.—The physicochemical processes and conditions underlying the physiological processes of plants. Prerequisite: Botany 151 or equivalent; organic chemistry recommended. Offered first semester 1956-57. 3 s.h. **MR. NAYLOR**

254. PLANT WATER RELATIONS.—A study of factors affecting the availability of water, its absorption and use in plants, and the effects of water deficits on plant processes. Assigned readings, reports, and lectures. Prerequisite: Botany 151 or equivalent. 3 s.h. **MR. KRAMER**

256. COMMUNITY ANALYSIS AND CLASSIFICATION.—The development of concepts and methods in synecology and their present application to the study of plant communities. Prerequisite: Botany 156 or equivalent. 3 s.h. **MR. OOSTING**

257. PRINCIPLES OF PLANT DISTRIBUTION.—Interpretation of the floristic and ecological plant geography of the world's vegetation. Prerequisite: Botany 156 or equivalent. Not offered in 1956-57. 3 s.h. **MR. BILLINGS**

258. **PHYSIOLOGY OF GROWTH AND DEVELOPMENT.**—Consideration of the internal factors and processes of new protoplasm and its differentiation at the cellular, tissue, and organ level in plants. Prerequisites: Botany 151 or equivalent; organic chemistry recommended. 3 s.h. MR. NAYLOR

259. **ENVIRONMENTAL MEASUREMENTS.**—Methods of obtaining and evaluating climatological data for ecological purposes with special attention to instrumentation and microclimate. Prerequisite: Botany 156 or equivalent. 3 s.h. MR. BILLINGS

CHEMISTRY DEPARTMENT

233. **INSTRUMENTAL ANALYSIS.**—Experiments in the use of physical measuring instruments in chemical analysis with special attention to optical instruments. One lecture and three laboratory hours per week. Prerequisites: Chemistry 70 and one year of physics. 2 s.h. MESSRS. STROLOR, SAYLOR AND VOSBURGH

ECONOMICS DEPARTMENT

313-314. **SEMINAR IN ECONOMIC THEORY.**—The course consists of directed research in economic theory. The primary purpose is the correction of authoritative eclecticism and its replacement by individually integrated theory. 6 s.h. MR. HOOVER

317. **SEMINAR IN DEMOGRAPHIC, POPULATION, AND RESOURCE PROBLEMS.**—3 s.h. MR. SPENGLER

319. **SEMINAR IN THE THEORY AND THE PROBLEMS OF ECONOMIC GROWTH AND CHANGE.**—3 s.h. MR. SPENGLER

386. **SEMINAR IN LATIN-AMERICAN ECONOMIC PROBLEMS.**—3 s.h. MR. SMITH

COLLEGE OF ENGINEERING

158. **INDUSTRIAL ENGINEERING.**—A study of the industrial growth and present tendencies of productive industries as concerns the engineer. Specific topics treated are: plant location, organization, production and cost controls, and wage payment. 3 s.h. (w) MR. LEWIS

PHILOSOPHY DEPARTMENT

241. **LOGIC.**—Fundamental Problems of Logic. 3 s.h. (E) MR. CLARK

ZOOLOGY DEPARTMENT

222. **ENTOMOLOGY.**—Anatomy, physiology, embryology, and classification of insects. Prerequisite: one year of zoology. 4 s.h. MR. GRAY

238. **SYSTEMATIC ZOOLOGY.**—The fundamental theory and practice involved in the collection, identification and classification of animals. Prerequisite: Zoology 1 and 2. 4 s.h. MR. BAILEY

271. **CELLULAR PHYSIOLOGY.**—The physiological processes of living matter approached through studies of cells. Prerequisites: two years of biology and at least one year of chemistry. 4 s.h. MR. WILBUR

303. **ECOLOGY.**—Relation of animals to environment. Lectures, readings, reports, conferences; laboratory and field work. 4 s.h. MR. GRAY

THE SUMMER SESSION

First term begins June 12, 1956

Second term begins July 19, 1956

Admission



THE general requirement for admission to the Summer Session is graduation from an accredited secondary school or its equivalent. Rejection of a student's application for admission to one of the University's Colleges or Schools does not preclude admission of that student to the Summer Session as a special or unclassified student.

Admission to specific courses offered in the Summer Session is governed by the student's academic status (freshman, sophomore, junior, senior, graduate, special or unclassified) and by the prerequisites of the course in question. Regulations governing admission and instruction as to procedure are given in the *Bulletin of the Summer Session*.

Registration



CLASS BEGINNING JUNE 13. All Summer Session students whose classes begin on June 13, Term I, who *do not* complete registration in the Summer Session Office 119 Allen Building, on or before June 6 *must* present themselves at general registration in the new gymnasium on June 12 to register.

CLASSES BEGINNING JULY 20. All Summer Session students who wish to register for courses offered during Term II or for research during Term II may register in the Summer Session Office on July 9 through July 16. All students who *do not* register for second term during this period *must* register in the Summer Session Office, 119 Allen Building on July 19.

CLASSES BEGINNING ON OTHER DATES. All Summer Session students registering for courses beginning on dates other than those specified above must complete registration in the Summer Session Office *before* the date on which their classes begin. *Registration on the day on which classes are scheduled to begin will be considered late registration.*

For additional regulations relating to registration see the *Bulletin of the Summer Session*. This bulletin contains information also on University Services, Student Activities, Resources of the University, Special Conferences and Courses, Student Aid, Scholarships, Dormitory Accommodations, Room Rates, and Medical Care.

Financial Information



Fees

The University Fee:

Covering registration, tuition, and medical care.....\$15.00 per semester hour

Teachers in full-time service in Elementary
and Secondary Schools..... 7.50 per semester hour

Registered Nurses enrolled in Nursing Education courses 7.50 per semester hour

Laboratory Fees: (These where applicable are in addition
to the University Fee.)

Marine Laboratory..... 10.00

Fees Replacing University Fee:

Medical Mycology\$50.00

Master's Degree Summer Session Fee:

A candidate for the Master's degree who completes in the Summer Session
15 or more semester hours required for the degree and who finishes
the work in the Summer Session pays a degree fee of.....\$25.00

A Master's degree candidate who is not required to pay the fee under
Item 1 above, but who takes a thesis examination during the Summer
Session, is required to pay a degree fee of.....\$10.00

A Master's degree candidate who, in the fall or spring semesters, completes
15 or more semester hours required for the degree and who finishes
the work in the Summer Session without a thesis examination is not
required to pay the degree fee.

Auditing Fees (See p. 22 for definition):

1. Students registered for a full course program may audit non-laboratory
courses (with the permission of the Director) at no extra charge.

2. Students carrying less than a full course program may be granted per-
mission to audit a course or courses on payment of half the University
fee per semester hour audited.....\$7.50 per s.h.

Late Registration Fee:

Students who fail to register prior to the first class day of a given course
will pay an extra fee of..... 5.00

Fee for Course Changes:

Course changes other than those required by the University will be made
only on payment of an extra fee of..... 1.00

Fee for Make-up Final Examination:..... 3.00

Refund of Fees:

a. When applications for withdrawal are received by the Director of the Summer
Session before the close of registration on registration day, full fees will be refunded.

b. When applications for withdrawal are received by the Director of the Summer
Session during the first four class days of a given term 80 per cent of the fees will
be refunded.

c. When applications for withdrawal are received by the Director of the Summer
Session after the fourth class day there will be no refund of fees.

Academic Regulations



Kinds of Course Enrollment

SUMMER SESSION courses may be taken for "credit" or for "non-credit" or may be "audited." A student's program may be exclusively in one of these categories, or may combine any two of them or all three. Students taking a full or partial program for "credit" may enroll as auditors or as non-credit students in any number of additional courses.

CREDIT. The Summer Session term "credit" does not mean degree credit at Duke University unless the student has been admitted as a degree candidate by one of the colleges or schools of the University. A student taking a course for credit is expected to do all the work required and to take the final examination, and he will receive a grade. G.I. Bill benefits are available only to those veterans who enroll for credit.

NON-CREDIT. "Non-credit" enrollment is available to the student who wishes the privilege of participating in class discussions, exercises, and laboratory assignments but does not wish to take the examinations either mid-term or final. A "non-credit" student may do as much of the work of the course as he desires, but he may not take the final examination and he will not receive a grade. Full fees of \$15.00 per semester hour are required in "non-credit" enrollment.

AUDIT. An auditor is entitled to listen to lectures and class discussions, but he may not participate in discussions or take examinations. Students may not enroll as auditors in laboratory courses. A student carrying a full program for credit may be given permission to audit as many courses as he desires without additional fees. Students carrying less than a full program for credit may secure permission to audit but are required to pay the auditing fee of \$7.50 per semester hour.

Eligibility for Course Enrollment

Courses numbered 1-49 are primarily for freshmen, or freshmen and sophomores. Courses numbered 50-99 are ordinarily for sophomores, or sophomores and juniors. Courses numbered 100-199 are designed for juniors and seniors. Courses numbered 200-299 are planned for

seniors and graduates. Courses numbered from 300 up admit graduate students only. Courses numbered from 200 up are limited in enrollment to 25 students.

Credits Allowed in Summer

The Summer Session courses are of the same quality and credit value as courses in the regular semester. Credit earned in the Summer Session is in terms of semester hours. The majority of Summer Session courses carry 3 semester hours' credit and require one term in residence. A limited number of basic courses in the sciences carry 4 s.h. credit (Chemistry, Geology, Zoology) or 5 s.h. credit (Physics). Introductory foreign language courses are given on an intensive basis. A 3 s.h. course in these introductory language courses will constitute the student's full load for half of the term. A limited number of courses in Nursing Education are given on an intensive basis.

The Normal Course Program

The normal and maximum program for one term of the Summer Session is 6 semester hours. The 4 and 5 semester hour courses in the sciences run for four and five weeks respectively and one such course constitutes a full course program. Four and 5 s.h. courses do not meet on Saturdays.

Grading

Only a student taking a course for credit will receive a grade. The grade given represents the quality of the work done in the course.

PASSED.

Undergraduate Grades: A, excellent; B, good; C, average; D, poor but passing. *Graduate Grades:* E, exceptional; G, good; S, satisfactory.

FAILED. A grade of F indicates that the student has failed the course, and in order to receive credit for the course he must repeat the work in class.

INCOMPLETE. A grade of I may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. Incomplete courses must be completed before the close of the succeeding semester; otherwise the I is recorded as F, and the course must be repeated in class if the student is to receive credit for it.

ABSENT FROM FINAL EXAMINATION. The grade X indicates that the student was absent from the regularly scheduled examination.

Graduate Study in the Summer Session



A STUDENT who holds a bachelor's degree and who desires to take graduate courses for professional or other reasons but not for the purpose of earning an advanced degree should apply to the Director of the Summer Session for admission as a special or unclassified student. Credit earned while the student is so enrolled does not count as credit toward an advanced degree.

A student who wishes to work for an advanced degree must apply for admission to the Graduate School of Arts and Sciences. Upon securing admission the student must then register during the official registration period with *both* the Summer Session and the Graduate School of Arts and Sciences.

In order that application to the Graduate School for summer work be given due consideration, the student should submit all required documents to the Dean of the Graduate School by the date of June 1 preceding the first term, and by the date of July 10 preceding the second term of the Summer Session. Information on the requirements and procedures for admission to the Graduate School is given in the *Bulletin of the Summer Session* and in the *Bulletin of the Graduate School of Arts and Sciences*.

The Ph.D. and Ed.D. Degrees

STUDY FOR THE PH.D. DEGREE: Students who are interested in working toward a Ph.D. degree should note in detail the requirements as outlined in the *Bulletin* of the Duke University Graduate School of Arts and Sciences. Of the three years required as minimum residence, not more than one year can be earned in Summer Sessions. Full-time enrollment for one term of the Summer Session is counted as one-fifth of an academic year.

STUDY FOR THE ED.D. DEGREE: Students who are interested in working toward an Ed.D. degree should consult the detailed statement in the *Bulletin* of the Graduate School of Arts and Sciences. Requests for specific information regarding residence and programs for the Ed.D. degree should be sent to the Director of Graduate Studies, Department of Education.

Requirements for the Master of Arts Degree

LANGUAGE REQUIREMENTS: The candidate for the A.M. degree must have a reading knowledge of at least one foreign language. (The several departments reserve the right to specify which foreign languages are acceptable.) The language requirement may be satisfied in either of two ways: (1) by successfully passing an examination, officially conducted by the appropriate foreign language department at Duke University, or (2) by a transcript showing the completion of the third college year of one language, or the second college year of each of two acceptable foreign languages.

If the student must take the examination to satisfy this requirement, he may request—should he feel well qualified—the language examination required of candidates for the Ph.D. degree. By passing this examination, he may satisfy the requirements for both degrees at one time.

MAJOR AND MINOR SUBJECTS: As a prerequisite to graduate study in his major subject, the student must have completed a *minimum* of 12 semester hours of approved college courses in that subject, and 12 additional semester hours in that subject or in related work. Since some departments have specific requirements for undergraduate preparation the student should read carefully the special requirements listed by his major department, which are included as headnotes to the course offerings in the *Bulletin* of the Graduate School.

To complete the course requirements for the A.M. degree, the student must take 24 semester hours of graduate courses, of which at least 12 must be in the major subject. Of the remaining 12, he must take 6 hours of course work in a minor subject, leaving 6 hours of course work to be taken in either the major or minor field, or in another field approved by the major department and the Dean of the Graduate School. In addition to the course work, the student must present a thesis which carries a credit of 6 semester hours. Thus, the total credit required for the A.M. degree amounts to 30 semester hours.

TRANSFER OF CREDITS: Under certain circumstances a maximum credit of 6 semester hours may be allowed for graduate courses completed elsewhere. Approval for the transfer of credits will not be given until the student has spent one semester in residence. The acceptance of credit up to this amount will not reduce the minimum period of full-time registered residence at Duke University. In no case will credit be allowed for extension or correspondence courses.

With the approval both of the student's major department and the Dean of the Graduate School, a student who is granted such transfer credit may be permitted to register for as much as 12 semester hours of thesis research instead of the usual 6 semester hours. Or he may

be permitted to fill out his schedule with as much as 6 semester hours of further undergraduate training or 6 semester hours of required language courses on the undergraduate level.

CANDIDACY FOR THE MASTER OF ARTS DEGREE: To be considered as a candidate for a Master's degree (A.M., M.Ed., M.A.T.) the graduate student must (1) have made passing grades in all courses taken during the first period of residence (If he registers for fewer than 12 semester hours of graduate courses during his first period of residence, he must make passing grades on the initial 12 hours of graduate courses), (2) have made a grade of "G" or "E" on at least 3 semester hours of this work, and (3) have received the approval of the major department (or in the case of the M.A.T., of the supervisory committee).

If he does not fulfill these conditions on the initial semester hours, but does better work, signified by a substantial number of "G's" or "E's" in a subsequent term, he may be granted permission then to re-apply for candidacy.

TIME LIMITS FOR COMPLETION OF THE MASTER OF ARTS DEGREE: The candidate for the A.M. degree must complete all requirements within a period of six calendar years from the date of his initial registration. Credits earned over a longer period of time cannot be credited toward a degree.

THE THESIS FOR THE MASTER OF ARTS DEGREE: The thesis for the A.M. degree should demonstrate the student's ability to collect, arrange, interpret or report pertinent material on his special research problem. Although a publishable document is not required, the thesis must be written in a literate style, and should exhibit the student's competence in scholarly methods and procedures.

REGULATIONS AND PROCEDURES: On or before June 26 or August 1 (see calendar) of the summer in which it is expected the degree will be conferred, the student must file the final title of the thesis with the Dean of the Graduate School. Official blanks are provided for this purpose.

Four bound, typewritten copies of the thesis must be submitted, in approved form, to the Dean of the Graduate School at least one week before the date of the thesis examination. The copies will then be distributed to the several members of the examining committee.

THE EXAMINING COMMITTEE AND THE EXAMINATION: After consultation with the professor who has directed the thesis, the Dean of the Graduate School appoints an examining committee composed of the director of the thesis and two other members of the Graduate Faculty. The candidate appears before this committee for an examination, which lasts for about one and one-half

hours. The subject matter covered in the examination is usually restricted to the thesis and to major field.

If the candidate passes his examination, the examining committee certifies to this fact by signing the title page of the thesis. The candidate then returns the original and one carbon copy of the thesis to the Dean of the Graduate School for deposit in the University Library.

Requirements for the Master of Education Degree

PREREQUISITES: The degree of Master of Education is granted ordinarily only to teachers or to others engaged in educational work.

Before a student is admitted to graduate study for this degree, he should have completed, on the undergraduate level, a minimum of 18 semester hours of approved work in Education, including courses in Educational Psychology, and courses in the History of Education, Educational Sociology, or School Administration.

Early in the program of his work, the student must pass two examinations: (1) a test of general ability, and (2) a test designed to determine his ability to write acceptable English. The student, before the degree is conferred, must also present evidence testifying to at least two years of teaching experience, gained either before his admission to course work, or concurrently with it.

REQUIREMENTS FOR THE DEGREE: The M.Ed. degree may be earned either with or without the presentation of a thesis.

WITHOUT THESIS: Students who elect this plan must present a total of 30 semester hours. Twelve hours of this required work must include the *four* basic courses: Education 204, 210, 217, and 235. If a student, by examination, can demonstrate his competency in the subject matter of two of these courses, he may be granted exemption from the required work in these courses. In no case may he claim exemption from more than two.

Other requirements are: a departmental major (i.e., in Nursing Education, Elementary Education, Public School Administration, Public School Supervision, or Secondary Education) of at least 12 semester hours, and a minor of at least 6 semester hours in a department other than Education. Toward the end of his residence the student must pass a comprehensive examination on his departmental major and on the content of the four basic courses. Permission to take such examinations must be obtained from the Director of Graduate Studies of the Department of Education, and a notice of intention must be filed with him at least three weeks before the announced dates of the examinations.

WITH THESIS: Students who elect this plan are permitted to substitute a thesis for 6 semester hours of the required course work.

The student must present a thesis subject approved by the professor who is to direct it, by the Director of Graduate Studies in Education, and by one other member of the staff of the Department of Education. Two of the three members of the approving committee must be permanent members of the Duke University Graduate Faculty. The title of the thesis must be filed with the Dean of the Graduate School at the same time as the titles for the A.M. theses (see p. 394).

In addition to the thesis, the student must present 24 semester hours of course credit. Of the 24 hours, 18 must be taken in the student's major department, and 6 hours of the 18 must be earned in two of the four basic courses which follow: Education 204, 210, 217, or 235. The minor requirement is satisfied by 6 semester hours of course work taken outside of the Department of Education.

The regulations regarding submission of typed copies of the thesis and the thesis examination are the same as those for the A.M. degree (see p. 394).

CANDIDACY FOR THE MASTER OF EDUCATION DEGREE: The requirements are the same as those stated on page 34 (Candidacy for the Master of Arts Degree).

TIME LIMITS FOR COMPLETION OF THE MASTER OF EDUCATION DEGREE: The candidate for the M.Ed degree must complete all requirements within a period of six calendar years from the date of his initial registration. Credits earned over a longer period of time cannot be credited toward a degree.

Requirements for the Master of Arts in Teaching Degree

PREREQUISITES: The degree of Master of Arts in Teaching is designed for both teachers in service and recent graduates of Liberal Arts colleges who wish to enter public school teaching.

A student should normally have completed a minimum of 12 semester hours in his proposed major subject and an additional 12 semester hours in the major or related subjects. In the event that a student wishes to undertake a graduate major different from the undergraduate major, the prerequisites are possible of modification upon the recommendation of the student's committee and the approval of the Dean of the Graduate School.

PROGRAMS FOR THE DEGREE: One of two programs may be arranged, in consultation with the student's committee: (1) A major in Education of 18 to 24 semester hours and 6 to 12 semester hours in non-education courses. (2) A major in non-education courses of 18 to 24 semester hours and 6 to 12 semester hours in Education. In both programs a minimum of 30 semester hours is required, except when Edu-

cation 215 and 216 are taken, in which case a minimum of 36 semester hours is required.

The non-education courses are to be taken in one or more subjects ordinarily taught in the secondary schools. The amount and distribution of this work will be determined by the needs of the individual student.

The Master of Arts in Teaching may be earned with or without the presentation of a thesis. If a student, in consultation with his committee, elects to present a thesis, 6 semester hours of the total of 30 semester hours required will be allotted to thesis research. He will then be required to complete 24 semester hours of course credits. The regulations concerning the writing and submission of the thesis, and the examination of it, are the same as those governing the thesis for other masters' degrees offered in the Graduate School.

NEW PROGRAM FOR MASTER OF ARTS IN TEACHING WITH INTERNSHIP: Beginning in the summer of 1956, a limited number of selected graduates of liberal arts colleges who desire to prepare for high school teaching will be admitted to a special internship program at Duke University. The program combines graduate study in professional education and liberal arts with a half-year of full-time, paid teaching experience. Successful completion of the program will qualify a candidate for the degree of Master of Arts in Teaching.

Candidates will normally begin the program at the opening of the first summer session of 1956 and complete it in June, 1957. A few persons will be allowed to begin the program in the fall of 1956 and complete it in August, 1957. Candidates will spend the summer and one of the semesters of the succeeding school year in residence at the University. During the other semester they will be employed as regular teachers in a cooperating public school system. During this semester they will receive full salary and will work under the joint supervision of the public school and the University. The program will meet training qualifications for the advanced, or graduate, teacher's certificate in most states.

The salary for the semester of teaching will, in effect, constitute a substantial award to candidates selected for the program. Applicants will be considered, as are candidates for other awards, on a competitive basis. The best qualified applicants will be chosen on the basis of undergraduate record, recommendations, and evidence of interest in becoming high school teachers. It is desirable, but not required, that applicants arrange to be interviewed in connection with their applications for the program. Application forms, etc., may be secured by addressing a request to the Dean of the Graduate School, Duke University, Durham, North Carolina. Completed forms, together with all

supporting documents, must be returned to the Dean of the Graduate School not later than March 1, 1956. Details concerning the program can be obtained by writing the Chairman, Department of Education, Duke University.

THE COMMITTEE: Each candidate for the degree will be assigned a committee, appointed by the Dean of the Graduate School, to plan his program of study.

This committee will consist of three members, at least one of whom will be from the Department of Education, and at least one from another department. The chairman of the committee will normally be chosen from the department of the major.

Courses of Instruction



Minimum Enrollment Required for Courses

ALL courses are offered subject to minimum enrollments. The University reserves the right to withdraw undergraduate courses in which fewer than twelve students enroll, senior-graduate courses numbered 200-299 in which fewer than ten students enroll, and graduate courses and seminars numbered 300 or above in which fewer than six students enroll. In withdrawing a course, the University attempts to avoid undue hardships on students. Sometimes, therefore, courses are offered in spite of small enrollments. Courses not listed will be given when a demand develops and an instructor is available.

Department Officers and Regulations

Departments offering Summer Session programs are listed alphabetically. Under each department is given the name of the chairman and the name of the director of graduate studies. Where departments have set up special regulations for admission to candidacy for the Master's degree, these are included.

Key to Room Assignments for Classes

The description of each course indicates the building and room in which the course is scheduled and the hour at which it will be given. For example: Economics S51 is scheduled as 53.229. This means Building 53 Room 229. The key to building numbers is given in the chart.

BOTANY

PROFESSOR HENRY J. OOSTING, CHAIRMAN—121 SCIENCE BUILDING (EAST CAMPUS);
PROFESSOR PAUL J. KRAMER, DIRECTOR OF GRADUATE STUDIES—
04 BIOLOGY BUILDING (WEST CAMPUS)

For admission to candidacy for the Master's degree in Botany, students must have completed a minimum of eighteen semester hours of biological science, including six semester hours of botany in courses numbered above 100. Students who have not yet had the minimum eighteen hours, however, may enter higher courses by permission of the instructor, if he is convinced that they can carry the work for undergraduate credit and may count such work toward the eighteen hours necessary for candidacy.

FIRST TERM

S225. SPECIAL PROBLEMS.—Hours to be arranged.

STAFF

S359. RESEARCH.—Hours to be arranged.

STAFF

FIRST TERM (Marine Laboratory, Beaufort, North Carolina)

S211. MARINE ALGAE.—Structures and life histories of algae with emphasis upon marine forms, the principles underlying their classification, their ecology, and economic importance. Collecting, identifications and preservation for the herbarium and morphological study. 6 s.h.

MR. BLOMQUIST

S359. RESEARCH.—Hours to be arranged.

MR. BLOMQUIST

SECOND TERM

S225. SPECIAL PROBLEMS.—Hours to be arranged.

STAFF

S359. RESEARCH.—Hours to be arranged.

STAFF

CHEMISTRY

PROFESSOR J. H. SAYLOR, CHAIRMAN—115 CHEMISTRY BUILDING (WEST CAMPUS);

PROFESSOR CHARLES K. BRADSHER, DIRECTOR OF GRADUATE STUDIES—

124 CHEMISTRY BUILDING (WEST CAMPUS)

All classes in Chemistry, Term I, will begin on June 19 and continue through July 16. All classes in Chemistry, Term II, will begin on July 20 and continue through August 16. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *Registration* on Page 388 of this *Bulletin*.

FIRST TERM

S1. GENERAL INORGANIC CHEMISTRY.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. Recitation daily, 8:00-9:00, 6.112; laboratory daily, 9:00-12:00, 6.108; lecture daily, 12:00-1:00, 6.116. 4 s.h.

MR. WILDER

S61. FUNDAMENTALS OF ANALYTICAL CHEMISTRY.—A study of the relations of electrolytes in solution and of chemical equilibrium illustrated by laboratory experiments involving the techniques of gravimetric, volumetric, and colorimetric analysis. Prerequisites: Chemistry 1-2 and Mathematics 6 or equivalent. Lecture or recitation daily, 8:30-10:00, 6.122; laboratory daily, 11:00-12:30 and 2:00-5:00, 6.208. 4 s.h.

MR. SAYLOR

S151. ORGANIC CHEMISTRY.—An introduction to the study of carbon compounds. Compounds of the aliphatic series form the basis of lectures, discussions and laboratory experiments. Prerequisite: Chemistry S61. Recitation daily, 8:00-9:00, 6.01; laboratory daily, 9:00-12:00, 6.301; lecture daily, 12:00-1:00, 6.01. 4 s.h.

MR. BRADSHER

S275. THESIS RESEARCH.—Research in the fields of physical, analytical, inorganic, or organic chemistry. Open to those students whose research programs for the A.M. and Ph.D. degrees have been approved by the department and by one of the instructors in charge of the course. Schedule to be arranged. (Not more than one semester hour of credit per week for full-time schedule or one semester hour each two weeks for half-time schedule.) 2 to 8 s.h. Available Term I and II.

STAFF

SECOND TERM

S2. GENERAL INORGANIC CHEMISTRY.—A continuation of S1. Prerequisite: Chemistry S1. Recitation daily, 8:00-9:00, 6.112; laboratory daily, 9:00-12:00, 6.108; lecture daily, 12:00-1:00, 6.116. 4 s.h.

MR. CLEVER

S152. ORGANIC CHEMISTRY.—A study of compounds of the aromatic series and of carbohydrates and proteins. Prerequisite: Chemistry S151. Recitation daily, 8:00-9:00, 6.01; laboratory daily, 9:00-12:00, 6.301; lecture daily, 12:00-1:00, 6.01. 4 s.h.

MISS BROWN

ECONOMICS

PROFESSOR CALVIN B. HOOVER, CHAIRMAN; PROFESSOR FRANK T. DEVYVER, EXECUTIVE OFFICER OF THE DEPARTMENT—203H SOCIAL SCIENCE BUILDING (WEST CAMPUS);

PROFESSOR CHARLES E. LANDON, ACTING DIRECTOR OF GRADUATE STUDIES
203C SOCIAL SCIENCE BUILDING (WEST CAMPUS)

FIRST TERM

S51. PRINCIPLES OF ECONOMICS.—A short course in the essential principles of economic science. (This course will not count as a part of the minimum economics requirements for graduation until the equivalent of S52 has been completed. Credit for Ec. S51 will not be given until Ec. 52 has been completed.) 11:00-12:20. 53.229. 3 s.h. **MR. LANDON**

S57. PRINCIPLES OF ACCOUNTING.—Elementary principles of single proprietorship, partnership, and corporation accounting. June 12-June 29. 7:40-12:20. 10.212. 3 s.h. **MR. DICKENS**

S58. PRINCIPLES OF ACCOUNTING.—A continuation of Economics S57. July 2-July 17. 7:40-12:20. 10.212. 3 s.h. **MR. DICKENS**

S138. BUSINESS STATISTICS.—A survey of the principal statistical methods and their application to economics and business administration. The course deals with collection of statistical data, construction of statistical tables and charts, and a brief study of the fundamental statistical concepts and techniques. 7:40-9:00. 10.201. 3 s.h. **MR. SAVILLE**

S153. MONEY, CREDIT AND BANKING.—This course begins with a study of the nature, characteristics, and functions of money, credit, and the commercial banking system. It covers also the history of commercial banking in the United States; the foundation, organization, and functions of the Federal Reserve System; the supervision and control of commercial banks; deposit insurance; and the value of money. 11:00-12:20. 10.201. 3 s.h. **MR. SAVILLE**

S171. ADVANCED ACCOUNTING.—Advanced accounting theory and practice applied to the managerial problems of valuation and operation in corporations, consolidations, mergers, and liquidations. Open to students who have completed Accounting 57-58. June 12-June 29. 7:40-12:20. 10.214. 3 s.h. **MR. BELL**

S172. ADVANCED ACCOUNTING.—A continuation of Economics S171. July 2-July 17. 7:40-12:20. 10.214. 3 s.h. **MR. BELL**

S265. INTERNATIONAL TRADE AND FINANCE.—A study of the fundamental principles of international trade and foreign exchange. Subjects covered will include international specialization, balance of payments, foreign investments, tariffs and commercial policies, exchange control, exchange rates, and international monetary problems. 9:20-10:40. 53.326. 3 s.h. **MR. HUMPHREY**

S318X. THESIS SEMINAR.—Hours to be arranged. **MR. LANDON**

SECOND TERM

S52. PRINCIPLES OF ECONOMICS.—A continuation of Economics S51, emphasis on economic problems. 11:00-12:20. 53.225. 3 s.h. **MR. MCKENZIE**

S143. CORPORATION FINANCE.—Principles and problems in the financial organization of corporations; the study of corporate securities, the management of capital, the distribution of earnings; industrial combinations; insolvency and reorganization. (Though not a prerequisite, Economics 57-58, Principles of Accounting, or Economics 60, General Accounting, are recommended to students electing this course.) 7:40-9:00. 53.229. 3 s.h. **MR. JOERG**

S155. LABOR PROBLEMS.—An examination of present-day labor problems followed by an intensive study of methods used by employers and workers in meeting those problems. 9:20-10:40. 53.221. 3 s.h. **MR. CARTTER**

S181. BUSINESS LAW.—The fundamental principles of law as applied to routine business transactions. The topics presented are: contracts, negotiable instruments, forms of business organizations. 9:20-10:40. 53.314. 3 s.h. Mr. JOERG

S257. DYNAMICS OF THE LABOR MOVEMENT.—A study of the forces which have shaped the growth of the labor movement. Special emphasis on the origin of modern trade unionism, relating its growth with Western philosophic developments, and with the changing economic and social structure of society in Europe and America. 7:40-9:00. 53.221. 3 s.h. Mr. CARTTER

S318X. THESIS SEMINAR.—Hours to be arranged.

Mr. CARTTER

EDUCATION

PROFESSOR WILLIAM H. CARTWRIGHT, CHAIRMAN—1C WEST DUKE BUILDING (EAST CAMPUS);
PROFESSOR EDWARD C. BOLMEIER, DIRECTOR OF GRADUATE STUDIES—
1C WEST DUKE BUILDING (EAST CAMPUS)

For admission to candidacy for the Master of Arts (A.M.) degree with major in Education, or for the Master of Education (M.Ed.) degree, students must, in addition to meeting the general requirements for admission to the Graduate School, meet the following specific requirements: Credit for (1) eighteen semester hours of acceptable prior work in Education and (2) twelve semester hours of acceptable prior work in a minor field. If Psychology, Sociology, Economics, or Political Science is chosen for the minor, six semester hours of work completed after entering the Junior year in college will be accepted.

The degree of Master of Arts is available in the divisions of Public School Administration, Public School Supervision, Secondary Education, Elementary Education and Educational Psychology. Every candidate for the Master of Arts degree in the Department should elect at least twelve semester hours in one of these divisions in which he plans to write his thesis and the remainder of his work, including the six semester hours in his minor, with the approval of the proper division adviser. The degree of Master of Education is available in the divisions of Public School Administration, Public School Supervision, Secondary Education, and Elementary Education. Dr. Bolmeier and Dr. Stumpf are advisers to students in School Administration and in Supervision; Dr. Carr, Dr. Petty, and Dr. Rudisill are advisers in Elementary Education; Dr. Bolmeier, Dr. Cartwright and Professor Childs are advisers in Secondary Education; and Dr. Weitz is adviser in Educational Psychology. Candidates for the Master of Arts, Master of Education, or Master of Arts in Teaching degree should read with special care the regulations of the Graduate School as set forth on pages 393-398. Candidates for the Master of Arts in the field of guidance should consult the special brochure on guidance available from the Dean of the Graduate School.

SHORT-TERM COURSES

(The following three courses will be offered in succession during periods indicated. Each will carry three semester hours of credit and will normally constitute a full load of work. See page 388 for information concerning how to register for courses meeting other than for regular term.)

S231. PROBLEMS OF THE JUNIOR HIGH SCHOOL.—The purposes and function of the Junior High School with emphasis on the program and curriculum to effectuate these, consideration of its organization and administration. June 13-June 29. 9:20-10:40 and 11:00-12:20. 53.326. 3 s.h. Mr. AUSTIN

S233. THE ADMINISTRATION OF THE SECONDARY-SCHOOL CURRICULUM.—The relationship of the administration to curriculum development. Issues and trends in the secondary-school program. Lectures, discussion, reading, reports and papers. Members of the class will be encouraged to work on problems of particular interest to their own school system. July 2-July 18. 9:20-10:40 and 11:00-12:20. 53.326. 3 s.h. Mr. CARTWRIGHT

S225. THE TEACHING OF HISTORY AND THE SOCIAL STUDIES.—Evaluation of the objectives, content, materials, and methods in the teaching of history and the social studies. July 20-August 7. 9:20-10:40 and 11:00-12:20. 53.229. 3 s.h.

MR. CARTWRIGHT

FIRST TERM

S88. EDUCATIONAL PSYCHOLOGY: LEARNING AND MEASUREMENT.—This course and Education 118 constitute a general introduction to the field of Educational Psychology. This course deals with (1) the psychology of learning, including: the nature of the learning process, general principles or laws of learning, the course of learning and forgetting, factors influencing efficiency in learning and retention and the transfer of training; and (2) measurement, including: the basic concepts in the measurement of intelligence, standardized achievement tests, the extent and significance of individual differences in ability and performance. Opportunity will be afforded for examination and study of a variety of tests of intelligence and achievement.

S88.1. 7:40-9:00. 53.233. 3 s.h.

MR. COLVER

S88.2. 9:20-10:40. 53.229. 3 s.h.

MR. WEITZ

S201. TEACHING AND SUPERVISION OF ARITHMETIC.—This course gives special attention to the number system, the fundamental operations (with whole numbers, fractions, and decimals), percentage and measurements. The course will consider the meaning theory, methods of teaching, problem solving, evaluation, practice and drill, and selection and gradation of arithmetical contents. The course is designed for teachers and supervisors in the elementary school. 7:40-9:00. 53.125. 3 s.h.

MR. PETTY

S203. PRINCIPLES OF SCHOOL ADMINISTRATION.—The fundamental facts and procedures of school administration, an analysis of the problems and policies of the organization and direction of a local school system, and the functions of the various school officials. Prerequisites: Education 103 and 88, or six semester hours of equivalent work in education. 9:20-10:40. 53.327. 3 s.h.

MR. STUMPF

S210. INTRODUCTION TO EDUCATIONAL RESEARCH.—The general purpose of this course is to give the student an overview of research, acquaint him with the nature of research processes, and develop within him an appreciation of the essential characteristics of good research. This is one of the courses required for the Master of Education degree without thesis. Open to graduate students only. 11:00-12:20. 53.316. 3 s.h.

MR. STUMPF

S211. THE PROBLEM CHILD (also Psychology S211).—Study of problem behavior and adjustment in children with emphasis on the causes and treatment of conduct and neurotic disorders of the maladjusted child. Particular attention will be paid to mental hygiene principles in the handling of problem children in school and home. 11:00-12:20. 53.125. 3 s.h.

MR. BORSTELMANN

(See also Psychology S232, PERSONALITY AND PHYSICAL HANDICAP, p. 56.)

S217. THE PSYCHOLOGICAL PRINCIPLES OF EDUCATION.—An advanced study of teaching, learning, and the learner. Selected problems guiding the reading of students will be discussed in class. This is one of the courses required for the Master of Education degree without thesis. Open to graduate students only. 9:20-10:40. 53.314. 3 s.h.

MR. WEITZ

S228. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES.—An advanced treatment of curriculum, methods, and materials in the social studies. Individuals will concentrate on subjects and grade levels of their choice. 1:40-3:00. 53.312. 3 s.h.

MR. MCLENDON

S232. SUPERVISION OF INSTRUCTION.—A survey of supervision as a means of improving instruction and adapting the curriculum to the learner and to community needs. 11:00-12:20. 53.307. 3 s.h.

MR. MCLENDON

S241. PRINCIPLES OF GUIDANCE.—An historical survey of the philosophies of guidance; a study of the interrelationships between instruction, administration, and guidance in education. Prerequisites: 6 hours of psychology or educational psychology. 11:00-12:20. 53.234. 3 s.h. MR. COLVER

S266. SCIENCE IN THE ELEMENTARY SCHOOL.—Presentation of basic concepts in natural and physical science through selected readings, the use of simple experiments and demonstrations, construction and use of equipment, and field studies. 7:40-9:00. 53.328. 3 s.h. MR. JOHNSON

SECOND TERM

S118. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGICAL DEVELOPMENT.—This course traces the psychological development of the individual from infancy to maturity. The principal topics considered are: the interdependence of hereditary and environmental factors in development, the nature of the developmental process, the establishment of the early basic patterns of behavior, changes and conditions producing these changes throughout childhood and adolescence to maturity, and the origin and treatment of minor behavior disorders. Not open to students who have had Psychology 121 or 126. Prerequisite: three semester hours in psychology or educational psychology. 7:40-9:00. 53.125. 3 s.h. MR. GEHMAN

S204. THE SCHOOL AS AN INSTITUTION.—The place of the school in society, its history and philosophy. Selected problems guiding the reading of students will be discussed in class. This is one of the courses required for the Master of Education degree without thesis. Open to graduate students only. 7:40-9:00. 53.233. 3 s.h. MR. BOLMEIER

S205. CURRICULUM PROBLEMS IN SECONDARY EDUCATION.—A consideration of the aims and objectives of secondary school subjects, emphasizing practical problems of curriculum-making in the high school. 11:00-12:20. 53.233. 3 s.h. MR. CHILDS

S223. TEACHING THE LANGUAGE ARTS.—Comparison of current methods and materials in the teaching of handwriting, spelling, and oral and written composition. Analysis and correction of basic difficulties. Increasing opportunities for creative expression. Correlation of language arts with other activities and school subjects. 11:00-12:20. 53.125. 3 s.h. MISS MURPHY

S226. TEACHING READING IN THE ELEMENTARY SCHOOL.—A study of the nature of the reading process and of principles, methods, and materials for the development of effective reading attitudes and skills as applied both to developmental and remedial programs. 9:20-10:40. 53.225. 3 s.h. MISS MURPHY

S243. PERSONALITY DYNAMICS.—A study of personality structure and dynamics with emphasis upon the implications for counseling and instruction. Prerequisite: 6 hours of psychology or educational psychology. 9:20-10:40. 53.316. 3 s.h. MR. GEHMAN

S253. SCHOOL LAW.—The primary purpose of this course is to familiarize school administrators and teachers with the legal features of school organization and administration. Although some attention is given to constitutional and statutory provisions, the main emphasis is upon court decisions relating to education. Students are expected to select appropriate problems in school law for intensive study. 9:20-10:40. 53.233. 3 s.h. MR. BOLMEIER

NURSING EDUCATION

A DIVISION OF THE DEPARTMENT OF EDUCATION

MISS THELMA INGLES, R.N., DIRECTOR OF THE DIVISION OF
NURSING EDUCATION—HANES HOUSE (WEST CAMPUS)

FIRST TERM

S120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. Hours to be arranged. 3 s.h. MISS ZUKOWSKI

S129N. THE PSYCHOLOGICAL ASPECTS OF NURSING CARE.—This course is designed to help the student better understand how patients feel and why they may behave as they do. Special consideration will be given to problems such as resistance to treatment, lack of desire to get well, discouragement, and suspicion. The student may try new techniques in the Duke Hospital setting, if she so desires. 9:20-10:40. 10.204. 3 s.h. **MISS ZUKOWSKI**

NOTE: The above course is essentially the same as 130N, Psychosomatic Nursing, which appears in the Undergraduate Bulletin.

S136N. SEMINAR IN MEDICAL OR SURGICAL SPECIALTY.—Directed study in a medical or surgical specialty. Each student works on a problem of major interest to her—such as care of the patient with cancer or care of the patient with heart disease. Individual research in the collection of original material. Prerequisite: 134-135N. Hours to be arranged. 10.106C. 3 s.h. **MISS MOSES**

SECOND TERM

S120N. NURSING EDUCATION: PROBLEMS IN NURSING CARE.—Each student works on an individual problem designed to improve the nursing care of patients. Hours to be arranged. 3 s.h. **MISS ZUKOWSKI**

S195N. PERSONNEL WORK IN SCHOOLS OF NURSING.—The primary purpose of this course is to help nurses and supervisors to develop greater understanding of the principles of human behavior and greater ability to apply these principles in working with patients and others in hospital divisions and in establishing cooperative relationships with other departments of the hospital. 9:20-10:40. 53.312. 3 s.h. **MISS JACOBANSKY**

ENGINEERING

PROFESSOR WALTER J. SEELEY, DEAN OF THE COLLEGE OF ENGINEERING
135 ENGINEERING BUILDING (WEST CAMPUS)

FIRST TERM

C.E.S110. PLANE SURVEYING.—Use of instruments; transit, stadia, and compass surveying; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, departures and areas; methods of plotting; survey and plot of portions of campus by stadia, and transit and tape; care and adjustment of instruments. Prerequisite: trigonometry; engineering drawing desirable. (Four weeks, eight hours a day.) June 12-July 9. 8:00-12:00, 1:00-5:00. 47.117. 4 s.h. (See Forestry.) **MR. ARGES**

SECOND TERM

G.E.S107. STRENGTH OF MATERIALS.—Elastic bodies under stress; flexure of simple, overhanging, fixed and continuous beams; columns; combined stresses; and energy of strain. Prerequisites: statics, differential and integral calculus. 7:40-9:00. 47.139. 3 s.h. **MR. PALMER**

ENGLISH

PROFESSOR CHARLES E. WARD, CHAIRMAN—323 ALLEN BUILDING (WEST CAMPUS)
PROFESSOR BENJAMIN BOYCE, DIRECTOR OF GRADUATE STUDIES—
401 ALLEN BUILDING (WEST CAMPUS)

Candidates for the Master's degree in English are expected to have had at least twelve semester hours in undergraduate courses above the Sophomore level. The Department may also require additional courses if the work of the student in his first term indicates inadequate preparation.

FIRST TERM

Sl. ENGLISH COMPOSITION.—A course in the fundamentals of English Composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. 11:00-12:20. 10.110. 3 s.h. **MR. SMITH**

S2. ENGLISH COMPOSITION.—A continuation of course S1. 7:40-9:00. 10.110. 3 s.h. Mr. BROOKS

S55. REPRESENTATIVE WRITERS.—Chaucer's Prologue to *The Canterbury Tales* and at least two tales, Shakespeare's *1 Henry IV* and *King Lear* and one other play, John Donne's poems, Milton's *Paradise Lost* (selections) and some of the shorter poems. 9:20-10:40. 10.107. 3 s.h. Mr. SMITH

S150. ORAL INTERPRETATION OF LITERATURE.—A study of poetry and certain types of prose, with practice in the technique by which they may be communicated to an audience. 9:20-10:40. 53.316. 3 s.h. Miss SCHWERMAN

S151. ESSENTIALS OF PUBLIC SPEAKING.—A basic course in public speaking, designed to give the student the poise and confidence necessary to think and speak freely before an audience. Particular attention is paid to the gathering and organization of speech materials and to oral presentation. 11:00-12:20. 53.327. 3 s.h. Miss SCHWERMAN

S230. AMERICAN LITERATURE, 1800-1870.—In this course the writers outside New England are studied. Poe and Melville are emphasized. 9:20-10:40. 10.205. 3 s.h. Mr. TURNER

S237. ENGLISH DRAMA, 1642-1800.—The Heroic Play and the Comedy of Manners of the Restoration period; and the important plays, serious and comic, of position, oral and written, with special attention to sentence structure, syntax, the eighteenth century. 7:40-9:00. 53.312. 3 s.h. Mr. WARD

S245. THE EIGHTEENTH-CENTURY NOVEL.—Richardson, Fielding, Smollett, and Sterne are emphasized. Some attention is given to earlier prose fiction and to other contributing literary patterns. Lectures and short papers. 11:00-12:20. 53.328. 3 s.h. Mr. BOYCE

S308X. SEMINAR IN AMERICAN LITERATURE.—For students writing theses in American Literature. Hours and credits to be arranged. Mr. TURNER

SECOND TERM

S2. ENGLISH COMPOSITION.—A continuation of course S1. 7:40-9:00. 53.307. 3 s.h. Mr. FRASER

S56. REPRESENTATIVE WRITERS.—Pope's *Poems* (selections), Fielding's *Joseph Andrews*, Keats's *Poems and Letters*, Arnold's *Selected Poetry and Prose*, Dickens's *Bleak House*, Yeats's *Collected Poems*, Shaw's *Saint Joan*, and a twentieth-century novel. 11:00-12:20. 53.307. 3 s.h. Mr. SANDERS

S124. SHAKESPEARE.—Ten plays after 1600. Occasional tests and one or two papers. 9:20-10:40. 53.307. 3 s.h. Mr. FRASER

S262. ENGLISH LITERATURE OF THE EARLY TWENTIETH CENTURY.—Representative work of leading writers from 1900 to 1930, in the fields of fiction, drama, poetry, and essay. Critical analysis of selected specimens, and discussion of types, themes, and trends. 9:20-10:40. 53.328. 3 s.h. Mr. STEVENSON

S273. HAWTHORNE AND MELVILLE.—Extensive reading in the works of Hawthorne and Melville, and close study of selected writings. 11:00-12:20. 53.328. 3 s.h. Mr. TURNER

S350X. SEMINAR IN ENGLISH LITERATURE.—For students writing theses in English literature. Hours and credits to be arranged. Mr. STEVENSON

FORESTRY

PROFESSOR CLARENCE F. KORSTIAN, DEAN OF THE SCHOOL OF FORESTRY AND DIRECTOR OF GRADUATE STUDIES—308 SOCIAL SCIENCE BUILDING (WEST CAMPUS)

Organized course work in the School of Forestry during the Summer Session is limited to plane surveying, forest surveying, tree identification, and forest mensuration which are required of all students entering upon two years of study in technical forestry leading to the degree of Master of Forestry (M.F.)

Qualified students may engage in thesis research in certain branches of forestry during the Summer Session with the approval of the instructor concerned and the Dean of the School of Forestry or of the Director of Graduate Studies in the case of work taken through the Graduate School.

C.E.S110. PLANE SURVEYING.—Use of instruments; transit, stadia, and compass surveying; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, departures and areas; methods of plotting; survey and plot of portions of campus by stadia, and transit and tape; care and adjustment of instruments. Prerequisites: trigonometry; engineering drawing desirable. (Four weeks, eight hours a day.) 47.117. June 12-July 9. 4 s.h. **MR. ARGES**

S149. FOREST TREE IDENTIFICATION.—Field studies leading to the identification of trees and principal shrubs indigenous to the Piedmont and coastal plain forests of the Southeastern United States. (One week, eight hours a day.) 9.101, July 10-July 16. 1 s.h. **MR. HARRAR**

S150. FOREST SURVEYING AND AERIAL PHOTO INTERPRETATION.—Application of plane surveying to forest problems; practice in making boundary, topographic and cover type surveys; details of land ownership and transfer, title search, and deed descriptions. The last two weeks will be spent in the study of the principles of aerial photogrammetry and photo interpretation, and may be taken separately for two hours of credit. Prerequisites: Civil Engineering S110, Plane Surveying; Forestry S149, Forest Tree Identification, or equivalents. (Four weeks, eight hours a day.) 10.322. July 17-August 13. 4 s.h. **MR. CHAIKEN**

S151. FOREST MENSURATION.—Field studies in methods of measuring content and growth of trees and forest stands; practice in timber estimating, log scaling, use of mensurational instruments, and collection of basic data. (Four weeks, eight hours a day.) 9.101. August 14-September 10. 4 s.h. **MR. SCHUMACHER**

S230. INSECT ENEMIES AND DISEASES OF SOUTHERN FORESTS.—Identification and control of injurious forest insects and diseases occurring in the South. Time to be arranged. Minimum enrollment 10. 1 s.h. or may be taken without credit. **MESSRS. ANDERSON, JOHNSON**

S357. RESEARCH IN FORESTRY.—Open to students whose research programs for the M.F. or D.F. degree have been approved by the Dean of the School of Forestry and the instructor responsible for directing the research and whose programs for the A.M. or Ph.D. degree have been approved by the Director of Graduate Studies and the instructor in charge. (Credits and schedule to be arranged.) June 12-August 23. 2 to 12 s.h. (Not more than one semester hour of credit per week for full time schedule or one semester hour each two weeks for half-time schedule.) (Consult courses 301-302 in Announcement of School of Forestry for letter designation of branches of forestry in which research is to be conducted.) 10.308. **STAFF**

FRENCH

PROFESSOR B. R. JORDAN, CHAIRMAN OF THE DEPARTMENT OF ROMANCE LANGUAGES—
214 CARR BUILDING (EAST CAMPUS); **PROFESSOR L. B. WALTON, DIRECTOR OF**
GRADUATE STUDIES OF THE DEPARTMENT OF ROMANCE LANGUAGES—
GRAY 207 (WEST CAMPUS)

FIRST TERM

S1. ELEMENTARY FRENCH.—June 12-June 29. 7:40-9:00 and 11:00-12:20. 2.201 3 s.h. **MR. WALKER**

S2. ELEMENTARY FRENCH.—July 2-July 17. 7:40-9:00 and 11:00-12:20. 2.201. 3 s.h. **MR. WALKER**

NOTE: A student enrolled in French S2 must also attend French S1, unless French 1 has been taken during Spring Semester 1956.

S3. INTERMEDIATE FRENCH.—Standard literary texts (short story, novel, drama) are used as the basis for intensive drill on the essentials of vocabulary, idiom, and construction. Extensive oral exercises are included in the reading objective. Prerequisite: French 1-2, or two units of high school French. 7:40-9:00. 53.327. 3 s.h. **MR. VINCENT**

S4. INTERMEDIATE FRENCH.—Continuation of French S3. May be taken concurrently with French S3. 11:00-12:20. 53.314. 3 s.h. **MR. AUBERY**

S51. INTRODUCTION TO FRENCH LITERATURE.—Selected texts in modern French literature (fiction and drama) are approached from the literary as well as the linguistic point of view. Throughout the course there is systematic oral practice based on topics within the reading assignments. Prerequisite: French 3-4, or equivalent. 7:40-9:00. 53.318. 3 s.h. **MR. AUBERY**

S52. INTRODUCTION TO FRENCH LITERATURE.—Continuation of French S51. May be taken concurrently with French S51. 11:00-12:20. 53.233. 3 s.h. **MR. VINCENT**

S117. PHONETICS.—This course is designed to satisfy the needs of teachers and advanced students who wish to acquire greater accuracy in pronunciation and to examine its importance in the appreciation of literary texts. It involves a detailed review of French sounds, practice in phonetic transcriptions, frequent tape recordings for corrective purposes, and an introduction to French diction. 9:20-10:40. 53.328. 3 s.h. **MR. WATKINS**

S226. THE FRENCH SHORT STORY OF THE NINETEENTH CENTURY.—A study of the story as a literary form, along with consideration of the problem of editing stories for school use. 11:00-12:20. 3 s.h. **MR. JORDAN**

GEOLOGY

PROFESSOR E. WILLARD BERRY, CHAIRMAN—019 SCIENCE (EAST CAMPUS)

The class in Geology, Term I, will begin on June 19 and continue through July 16. The class in Geology, Term II, will begin on July 20 and continue through August 16. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *Registration* on page 388 of this *Bulletin*.

FIRST TERM

S51. GENERAL GEOLOGY.—This course is designed to give a general view of the surface features of the earth, their origin, structure, and materials. Illustrative materials are studied in the laboratory. Excursions may be made to neighboring points where principles of the science are studied in the field. Lectures or recitations, 8:00-11:00 daily; laboratory 2:00-5:00, Monday through Thursday. 09 Science Building, East Campus. June 19-July 16. 4 s.h. **MR. FURBISH**

SECOND TERM

S52. GENERAL GEOLOGY.—This course is designed to give some knowledge of the chief events of the earth's history. Excursions may be made to suitable neighboring localities. Lectures or recitations, 8:00-11:00 daily; laboratory 2:00-5:00 Monday through Thursday. 09 Science Building, East Campus. July 20-August 16. 4 s.h. **MR. FURBISH**

GERMAN

PROFESSOR CLEMENT VOLLMER, CHAIRMAN—301C GRAY BUILDING
(WEST CAMPUS)

FIRST TERM

S1. ELEMENTARY GERMAN.—The fundamentals of grammar and pronunciation; vocabulary drill, translation, and dictation. Emphasis upon a sound reading knowledge and individual achievement. June 12 to June 29. 9:20-10:40 and 1:40-3:00. 53.221. 3 s.h. **MR. MAXWELL**

S2. ELEMENTARY GERMAN.—The equivalent of the second college semester of German; intensive reading of graded material; grammar and vocabulary drill; dictation and sight translation. July 2-July 17. 9:20-10:40 and 1:40-3:00. 53.221. 3 s.h. MR. MAXWELL

S3. INTERMEDIATE GERMAN.—Grammar review and composition; reading of short stories, novels and poems. Prerequisite: German 1-2, or two units of high school German. June 12 to July 17. 9:20-10:40. 53.234. 3 s.h. MR. SALINGER

S4. INTERMEDIATE GERMAN.—Continuation of German S3. Prerequisite: German 3 (or S3, which may be taken concurrently). June 12-July 17. 11:00-12:20. 2.105. 3 s.h. MR. SALINGER

GREEK

ASSOCIATE PROFESSOR JAMES N. TRUESDALE, CHAIRMAN—123 ALLEN BUILDING
(WEST CAMPUS)

FIRST TERM

S121. GREEK LITERATURE: HOMER.—*Iliad and Odyssey*. The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. The *Iliad* and the *Odyssey* are read in translation, and the excavations and discoveries at Troy and other cities of the Aegean age are discussed.

MESSRS. TRUESDALE, ROSE

S121.1 2.101. 7:40-9:00. 3 s.h.

S121.2 2.102. 7:40-9:00. 3 s.h.

S122. GREEK LITERATURE: THE TRAGIC POETS.—The purpose of this course is similar to that of course S121. Many of the extant plays of Aeschylus, Sophocles, and Euripides are studied in English translations. 2.101. 9:20-10:40. 3 s.h. MR. TRUESDALE

HEALTH AND PHYSICAL EDUCATION

E. M. CAMERON, DIRECTOR, TRINITY COLLEGE AND COLLEGE OF ENGINEERING—
109 GYMNASIUM (WEST CAMPUS)

FIRST TERM

PE S57. VOLLEYBALL-TENNIS.—Gymnasium. Hours to be arranged. 1 s.h. (M)

PE S65. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.—A study of the objectives and principles upon which physical education is based. The history of physical education is studied in order to show the changes in objectives, principles and methods, and as an aid in the interpretation of trends. Open to Sophomores, Juniors, and Seniors. Gymnasium. 9:20-10:40. 3 s.h. MR. AYCOCK

PE S190. PROTECTIVE PRACTICES IN PHYSICAL EDUCATION.—Training and conditioning of athletic teams and the prevention, diagnosis, and treatment of athletic injuries. Gymnasium. 1:40-3:00. 3 s.h. MR. MONTFORT

HISTORY

PROFESSOR E. MALCOLM CARROLL, CHAIRMAN—235 ALLEN BUILDING (WEST CAMPUS);
PROFESSOR ROBERT H. WOODY, DIRECTOR OF GRADUATE STUDIES—
231 ALLEN BUILDING (WEST CAMPUS)

For admission to candidacy for a Master's degree in History the student must present a total of eighteen semester hours of prior work in History, of which at least six must be in American History if he plans to take his major work in that

field. Before enrolling for thesis supervision, candidates for the Master's degree are required to complete at least three semester hours of seminar work and are strongly urged to enroll for this work in the second term of their attendance in the Summer Session. (See courses numbered 300 or above.)

FIRST TERM

551. HISTORICAL BACKGROUND OF THE WORLD TODAY 1500-1851.—The central fact of the expansion of Europe underlies the content of the course. The chief themes are: the contest between liberty and authority in the modern state, changing economic theory and organization, and the problems of peace and war among the states, including the Western infiltration of Asia, Latin America, and Africa, and the rise of the United States as a world power. 9:20-10:40. 53.229. 3 s.h. MR. YOUNG

591. THE DEVELOPMENT OF AMERICAN DEMOCRACY TO 1865.—This course is a study of trends vital to an understanding of the United States today. The main theme is the development of American democracy. Problems of foreign policy, the growth of capitalism, political practices, social behavior, and conflicting ideals are considered in relation to this main theme. 7:40-9:00. 53.226. 3 s.h. MR. STEVENS

S166. THE WEST IN THE HISTORY OF THE UNITED STATES.—A study of the progress of settlement from the Atlantic to the Pacific with special attention to the social, economic, and political effects of the westward march upon the United States as a whole. Special illustrative topics will vary with the needs of the class, but will include such subjects as the West and the formation of the nation, expansion and the Civil War, the transcontinental railways, and the settlement of the Great Plains, the Rocky Mountains, and the Pacific Coast. 11:00-12:20. 53.226. 3 s.h. MR. STEVENS

S212. RECENT INTERPRETATIONS OF UNITED STATES HISTORY.—A course designed to encourage a critical evaluation of major issues in United States history through examination of recent interpretations of key problems. The topics selected will vary with the needs of the class, but will include such classic controversies as the origins of the American Revolution and of the Civil War, Reconstruction, industrial development, U. S. entry into World Wars I and II, and the New Deal. 7:40-9:00. 53.225. 3 s.h. MR. WATSON

S248. EUROPE FROM 1919 TO THE PRESENT.—The history of internal developments in the major European countries. The course will explore the effects of the two World Wars and of the great depression upon European civilization, examining in particular the emergence and impact of the totalitarian regimes. Attention will be given to persistent economic and political problems in the years since 1945. 9:20-10:40. 53.225. 3 s.h. MR. COLTON

S301. SEMINAR IN HISTORICAL RESEARCH.—1:40-3:00 or at an hour to be arranged. 53.234. 3 s.h. MR. WATSON

SECOND TERM

S52. HISTORICAL BACKGROUND OF THE WORLD TODAY 1851-1956.—A continuation of History 51. 9:20-10:40. 53.226. 3 s.h. MR. FERGUSON

S92. THE DEVELOPMENT OF AMERICAN DEMOCRACY, 1865 TO THE PRESENT.—The emphasis is on the emergence of contemporary problems. 7:40-9:00. 53.226. 3 s.h. MR. STEVENS

S270. GREAT BRITAIN AND THE COMMONWEALTH OF NATIONS, 1867 TO THE PRESENT.—A history of Great Britain at the height of her world dominance and beyond, her oceanic empire, and the evolution of that empire into a unique world-wide Commonwealth of Nations. 9:20-10:40. 53.234. 3 s.h. MR. HAMILTON

S302. SEMINAR IN HISTORICAL RESEARCH.—1:40-3:00 or at an hour to be arranged. 53.234. 3 s.h. MR. HAMILTON

LATIN AND ROMAN STUDIES

PROFESSOR ROBERT S. ROGERS, CHAIRMAN—204 CARR BUILDING (EAST CAMPUS)

FIRST TERM

S111. ROMAN LITERATURE IN ENGLISH TRANSLATION.—Selected readings of Latin literature in English translation with emphasis on the drama, lyric poetry, and the varied contributions of Cicero to literature. 9:20-10:40. 2.102. 3 s.h. MR. ROSE

MATHEMATICS

PROFESSOR J. J. GERGEN, CHAIRMAN—134 PHYSICS BUILDING (WEST CAMPUS); PROFESSOR J. H. ROBERTS, DIRECTOR OF GRADUATE STUDIES—230 PHYSICS BUILDING (WEST CAMPUS)

Graduate students are invited to consult with the Director of Graduate Studies concerning their programs.

FIRST TERM

S5. COLLEGE ALGEBRA.—Advanced topics in quadratic equations, systems involving quadratics, variation, binomial theorem, progressions, inequalities, theory of equations, determinants, partial fractions, probability. This course and Mathematics S6 may be taken concurrently. Prerequisite: Mathematics 1, or one and one-half units in algebra and one unit in geometry. 7:40-9:00. 49.135. 3 s.h.

MR. CARLITZ

S6. PLANE TRIGONOMETRY.—Logarithms, right and oblique triangles, radian measure, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations. Prerequisite: Must be preceded or accompanied by Mathematics 5. 9:20-10:40. 49.135. 3 s.h.

MR. THOMAS

S206. PLANE GEOMETRY AND TRIGONOMETRY FROM THE ADVANCED STANDPOINT.—Postulates for Euclidean geometry, duality, non-Euclidean geometries, geometric rigor, theory of linear and angular measurement, accuracy of logarithmic tables and calculations, nomograms and other computing aids. This course is designed for teachers of high school mathematics. Prerequisite: Calculus. 11:00-12:20. 49.138. 3 s.h.

MR. ROBERTS

S208. MATHEMATICAL ANALYSIS FOR TEACHERS.—An introductory course in mathematical analysis dealing with topics of interest to teachers of high school mathematics and others who wish to continue their study and training in analysis beyond the calculus. Among the topics which may be considered are the following: review of the fundamental operations in calculus, ordinary linear differential equations, numerical methods, solution of differential equations by series, vector analysis, functions of a complex variable. 7:40-9:00. 49.138. 3 s.h.

MR. THOMAS

S275. PROBABILITY.—The basic laws of probability and their applications in various fields. Random variables, central limit theorem, law of large numbers, Poisson distribution, probability integral. Prerequisite: Calculus. 9:20-10:40. 49.138. 3 s.h.

MR. CARLITZ

S389X. THESIS SEMINAR.—Supervision of individual theses in algebra, analysis and geometry. Students should consult with the Director of Graduate Studies before registering. Thesis credit only. Hours to be arranged.

MESSRS. CARLITZ, ROBERTS, THOMAS

SECOND TERM

S50. PLANE ANALYTIC GEOMETRY.—Rectangular and polar coordinates, loci, straight lines, conic sections. This course and Mathematics S51 may be taken concurrently. Prerequisites: Mathematics 5 and 6. 7:40-9:00. 49.135. 3 s.h.

MR. ELLIOTT

S51. CALCULUS I.—Differentiation of elementary functions, curve tracing, maxima and minima, motion, curvature, indeterminate forms. Prerequisite: Must be preceded or accompanied by Mathematics 50. 9:20-10:40. 49.135. 3 s.h. Mr. ELLIOTT

PHILOSOPHY

PROFESSOR GLENN NEGLEY, CHAIRMAN—3-I WEST DUKE BUILDING (EAST CAMPUS);

PROFESSOR CHARLES A. BAYLIS, DIRECTOR OF GRADUATE STUDIES—

3-I WEST DUKE BUILDING (EAST CAMPUS)

FIRST TERM

S48. LOGIC.—A study of the conditions of effective thinking and clear communication, and of typical sources of fallacies. Examination of the basic principles of deductive reasoning (making explicit the implications of statements) and of inductive reasoning (the formulation and testing of hypotheses on the basis of experience and experiment). Emphasis on practical illustrations and applications. 11:00-12:20. 16.107. 3 s.h. Mr. CLARK

S91. INTRODUCTION TO PHILOSOPHY.—A systematic and historical examination of the major problems of knowledge, morals, and metaphysics. 9:20-10:40. 53.226. 3 s.h. Mr. CLARK

SECOND TERM

S91. INTRODUCTION TO PHILOSOPHY.—A systematic and historical examination of the major problems of knowledge, morals, and metaphysics. 11:00-12:20. 53.314. 3 s.h. Mr. PEACH

S94. HISTORY OF PHILOSOPHY: MODERN.—A study of the major philosophers of the period with special reference to the continuity of their thought. 9:20-10:40. 53.327. 3 s.h. Mr. PEACH

PHYSICS

PROFESSOR WALTER M. NIELSEN, CHAIRMAN AND DIRECTOR OF GRADUATE STUDIES—

119 PHYSICS BUILDING (WEST CAMPUS)

Classes in Physics S51, Term I, will begin on June 13 and continue through July 16. Classes in Physics S52, Term II, will begin on July 20 and continue through August 22. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *Registration* on page 388 of this *Bulletin*.

FIRST TERM

S51. GENERAL PHYSICS.—This course treats the basic principle of general physics in a more quantitative manner than Physics 1-2. It is designed for Sophomores and Juniors and meets in a thorough way the physics requirements for entrance into the study of either medicine or engineering, and is well suited for the general student. A limited number of Freshmen who present physics for entrance and who have completed the required mathematics may be admitted by permission of the instructor. (Not open to students who have completed Physics 1-2.) Prerequisite: Mathematics 5-6 or equivalent. Lecture and recitation daily, 8:30-9:50 and 10:10-11:30; laboratory three days per week, 1:00-4:00. 49.113. June 13-July 16. 5 s.h. Mr. CARPENTER

S353X. THESIS SEMINAR.—Students who are properly qualified may carry on research work under direction. Credits and hours to be arranged. STAFF

SECOND TERM

S52. GENERAL PHYSICS.—A continuation of Physics S51. Prerequisite: Physics S51. Lecture and recitation daily, 8:30-9:50 and 10:10-11:30; laboratory three days per week, 1:00-4:00. 49.113. July 20-August 22. 5 s.h. Mr. CARPENTER

S353X. THESIS SEMINAR.—For description, see First Term.

STAFF

POLITICAL SCIENCE

PROFESSOR ROBERT S. RANKIN, CHAIRMAN—308 LIBRARY (WEST CAMPUS); PROFESSOR R. R. WILSON, DIRECTOR OF GRADUATE STUDIES—405 NEW LIBRARY TOWER (WEST CAMPUS)

FIRST TERM

S61. AMERICAN GOVERNMENT AND POLITICS.—A study of the American political system, emphasizing the organization and functioning of the national government. 11:00-12:20. 53.318. 3 s.h. MR. ELLIS

S121. ELEMENTS OF INTERNATIONAL RELATIONS.—Analysis of international politics, of the foundations of national power, and of international co-operation, with emphasis upon attempted solutions of the central problems of international security. 9:20-10:40. 53.233. 3 s.h. MR. ELLIS

S209. PROBLEMS IN STATE AND COUNTY GOVERNMENT IN THE UNITED STATES.—A study of the historical development of state and county governments, their present organizations and subdivisions, and their relation to each other. Special attention is given to the position of the states in the federal union through the study of the federal-state, interstate, and state-local relations. 11:00-12:20. 4.302. 3 s.h. MR. SPICER

S291. PROBLEMS OF MUNICIPAL GOVERNMENT.—An analysis of problems relating to the structural system and activities of municipalities in the United States. 7:40-9:00. 53.234. 3 s.h. MR. SPICER

SECOND TERM

S62. AMERICAN GOVERNMENT AND POLITICS.—A continuation of S61. For description see Term I. 11:00-12:20. 53.327. 3 s.h. MRS. CHEEK

S191. TOPICS IN LOCAL GOVERNMENT.—Problems in the general area of county and local government including the administration of government services such as education, public welfare, law enforcement; inter-governmental relationships; administrative reorganization; methods of popular control; and the reconstruction of state and local government so as to meet present-day needs. 9:20-10:40. 53.326. 3 s.h. MRS. CHEEK

S232. JAPANESE CIVILIZATION.—Analysis of Japanese culture with reference to social and political institutions. Buddhist, Confucian, and Shinto bases of Japanese thought are examined. 9:20-10:40. 53.125. 3 s.h. MR. BRAIBANTI

S311. SEMINAR IN FAR EASTERN POLITICS.—Open to students who have completed course 211 or its equivalent. 1:40-3:00. 53.125. 3 s.h. MR. BRAIBANTI

PSYCHOLOGY

PROFESSOR ELIOT H. RODNICK, CHAIRMAN—106 BIVINS BUILDING (EAST CAMPUS)

PROFESSOR KARL ZENER, DIRECTOR OF GRADUATE STUDIES—205

PSYCHOLOGY LABORATORY BUILDING (EAST CAMPUS)

Details concerning the program of studies in Psychology may be obtained from the Director of Graduate Studies in Psychology.

FIRST TERM

S91. INTRODUCTORY PSYCHOLOGY.—An introduction to the facts, principles, and problems of normal adult psychology through a study of psychological methods as applied to motivation, emotions, perception, sensation, thinking, memory, learning, individual differences, and personality. 9:20-10:40. 2.105. 3 s.h. MR. WILSON

S211. THE PROBLEM CHILD (Also Education S211).—Study of problem behavior and adjustment in children with emphasis on the causes and treatment of conduct and neurotic disorders of the maladjusted child. Particular attention will

be paid to mental hygiene principles in the handling of problem children in school and home. 11:00-12:20. 53.125. 3 s.h. Mr. BORSTELMANN

S232. PERSONALITY AND PHYSICAL HANDICAP.—Survey of the psychological factors underlying adjustment to physical disabilities, with particular stress upon personality, emotional and social attributes. Selected case studies will be used to illustrate the integration of such factors in adjusting to home, school, and hospital settings. These cases will stress the psychological factors which hinder learning and retraining procedures. Discussion will center about psychological techniques to produce more effective progress in rehabilitation. 7:40-9:00. 2.301. 3 s.h.

Mr. SPIELBERGER

S303. RESEARCH.—Students who are properly qualified may carry on research work under direction. Hours to be arranged. 3 s.h. STAFF

SECOND TERM

S304. RESEARCH.—Students who are properly qualified may carry on research work under direction. Hours to be arranged. 3 s.h. STAFF

RELIGION

PROFESSOR JAMES CANNON, DEAN OF THE DIVINITY SCHOOL—110 DIVINITY SCHOOL (WEST CAMPUS); PROFESSOR H. E. MYERS, CHAIRMAN OF THE DEPARTMENT OF RELIGION—108 GRAY (WEST CAMPUS); ASSOCIATE PROFESSOR JAMES H. PHILLIPS, DIRECTOR OF UNDERGRADUATE STUDIES IN RELIGION—106 GRAY (WEST CAMPUS); PROFESSOR H. SHELTON SMITH, DIRECTOR OF GRADUATE STUDIES IN RELIGION—308 DIVINITY SCHOOL (WEST CAMPUS)

THE DEPARTMENT OF RELIGION

FIRST TERM

S51. THE ENGLISH BIBLE.—Survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 7:40-9:00. 53.314. 3 s.h. Mr. DANIELS

S52. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. 9:20-10:40. 53.125. 3 s.h. Mr. SALES

S103. THE PROPHETS OF THE OLD TESTAMENT.—In this course a study is made of the history and nature of prophecy, with particular attention being given to the messages of the outstanding pre-exilic literary prophets. *Students may not receive credit for both 103 and 107 or 103 and 101.* 11:00-12:20. 53.225. 3 s.h. Mr. SALES

S114. THE LIFE AND TEACHINGS OF JESUS.—This course considers the period in which Jesus lived, the record of his life, and the meaning of his teachings as recorded in the Synoptic Gospels. *Students may not receive credit for 114 and 101.* 9:20-10:40. 53.307. 3 s.h. Mr. DANIELS

SECOND TERM

S51. THE ENGLISH BIBLE.—Survey of the contents of the Old Testament books in the light of their origin in the history and religion of the Hebrew people. 7:40-9:00. 53.225. 3 s.h. Mr. VIA

S52. THE ENGLISH BIBLE.—A study of the personalities and literature of the New Testament against their Jewish, Hellenistic and Roman background. 9:20-10:40. 53.318. 3 s.h. Mr. BRADLEY

S114. THE LIFE AND TEACHINGS OF JESUS.—This course considers the period in which Jesus lived, the record of his life, and the meaning of his teachings as recorded in the Synoptic Gospels. *Students may not receive credit for 114 and 101.* 11:00-12:20. 53.316. 3 s.h. Mr. VIA

S182. SURVEY OF THE WORLD'S GREAT RELIGIONS.—The world's living religions are dealt with in terms of the historical development and the beliefs, practices and contemporary significance of each. Prerequisite: 3 s.h. of Bible. 11:00-12:20. 53.226. 3 s.h.
MR. BRADLEY

THE DIVINITY SCHOOL

Class enrollments will be controlled as occasion may arise so as to secure a fairly even distribution among the courses offered in each term.

FIRST TERM

S107 (DS). THE PERSON AND WORK OF CHRIST.—An intensive examination of classical types of Christological and soteriological formulation in the history of Christian reflection, assessment and constructive position. 9:20-10:40. 3.205. 3 s.h.
MR. CUSHMAN

S170 (DS). SEMINAR IN PASTORAL CARE.—For students preparing for full-time pastoral ministry, hospital chaplaincy, industrial chaplaincy, ministry to older people, or work with young people. Practicum. 1:40-3:00. 53.318. 3 s.h.
MR. DICKS

S198 (DS). THE HERITAGE OF THE REFORMATION.—The doctrine and practice of the Reformers studied for their contribution to the life and thought of the modern church. 11:00-12:20. 3.205. 3 s.h.
MR. SCHAFER

S394 (DS). CHRISTIANITY AND THE STATE.—The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of church to state. 7:40-9:00. 53.316. 3 s.h.
MR. BEACH

SECOND TERM

S137 (DS). RELIGIOUS LEADERS IN CHRISTIAN HISTORY.—Representative leaders in the early and medieval church studied in relation to contemporary churchmanship. 7:40-9:00. 53.318. 3 s.h.
MR. PETRY

S158 (DS). CHRISTIAN EDUCATION AND THE COMMUNITY.—A study of the principles, practices, methods and materials of Christian Education as related to the total community life. 9:20-10:40. 53.318. 3 s.h.
MR. KALE

S196 (DS). THE BIBLE AND RECENT DISCOVERIES.—A survey of the contribution of the cultural setting of the Bible as an aid to its understanding. Illustrated with archaeological slides. 11:00-12:20. 53.318. 3 s.h.
MR. BROWNLEE

SOCIOLOGY

PROFESSOR HOWARD E. JENSEN, CHAIRMAN—215E SOCIAL SCIENCE BUILDING (WEST CAMPUS); PROFESSOR HORNELL HART, DIRECTOR OF GRADUATE STUDIES—215D SOCIAL SCIENCE BUILDING (WEST CAMPUS)

The Department of Sociology offers graduate work leading to the A.M. and Ph.D. degrees. Before undertaking advanced work in this department, a student must have completed a minimum of twelve semester hours of approved preliminary courses in the field, and twelve additional semester hours in the field or in related work. A student who is deficient in the minimum required work will be asked to take additional undergraduate courses agreed upon in conference with the Director of Graduate Studies.

Candidates for advanced degrees in Sociology usually take minor work in Psychology, Economics, Political Science, Education, History, or Religion. Detailed requirements for the minor work, and for majors in other departments who wish to present Sociology as minor work, may be obtained from the Director of Graduate Studies.

FIRST TERM

S91-92. GENERAL SOCIOLOGY.—An introduction to the scientific study of social life, its origin, evolution, and organization as illustrated by the study of a number of concrete social problems. 7:40-9:00 and 11:00-12:20. 10.215. 6 s.h.

MR. ROY

(Course 91-92, or 101, or 93, or 94 is prerequisite to all other courses in the department. Course 91-92, or 101 is required of all students majoring in the department.)

S246. PUBLIC OPINION AND PROPAGANDA.—Nature and development of public opinion; relative to attitudes, biases, stereotypes and controversial issues; role of leaders, pressure groups and minority groups; use of radio, press, motion picture and graphic arts; propaganda and censorship; measurements of public opinion. 9:20-10:40. 2.301. 3 s.h.

MR. SCHEITTLER

S274. CONTEMPORARY SOCIAL PROBLEMS.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society; natural disasters, poverty, physical defectiveness, malnutrition, mental deficiency, mental disease, undirected leisure activities and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. Not open to students who have had Sociology 271. 11:00-12:20. 53.321. 3 s.h. MR. SCHEITTLER

SECOND TERM

S250. MARRIAGE AND THE FAMILY.—An analysis of contemporary marriage and family experiences with emphasis on its functions, problems, resources, and values. Not open to students who have received credit for Religion 170. 11:00-12:20. 53.221. 3 s.h.

MR. HART

S286. SOCIAL ETHICS.—A study of sociological fundamentals underlying ethics, including the controversy between materialistic and idealistic social thinkers, the nature of personalities and of social organization, the nature of social values, types of social interaction and their effects upon general social values, underlying principles and facts of social change, and the bearings of all these upon certain social problems. 9:20-10:40. 10.216. 3 s.h.

MR. HART

SPANISH

PROFESSOR BRADY R. JORDAN, CHAIRMAN OF DEPARTMENT OF ROMANCE LANGUAGES—214 CARR BUILDING (EAST CAMPUS); PROFESSOR L. B. WALTON, DIRECTOR OF GRADUATE STUDIES OF THE DEPARTMENT OF ROMANCE LANGUAGES—207 GRAY (WEST CAMPUS)

FIRST TERM

S1. ELEMENTARY SPANISH.—Essentials of grammar, reading of appropriate material, drill in the spoken language. June 12-June 29. 7:40-9:00 and 11:00-12:20. 16.108. 3 s.h.

MR. MILLER

S2. ELEMENTARY SPANISH.—Continuation of S1. July 2-17. 7:40-9:00 and 11:00-12:20. 16.108. 3 s.h.

MR. MILLER

NOTE: A student enrolled in S2 must also attend S1 unless he has passed Spanish I in the spring semester, 1956.

S3. INTERMEDIATE SPANISH.—Reading in standard literary text; review of verbs and syntax; exercises in the spoken language based on the reading text; constant use of Spanish as the medium of instruction. 7:40-9:00. 16.110. 3 s.h.

MR. AMOR Y VÁZQUEZ

S4. INTERMEDIATE SPANISH.—Reading of modern short stories and novels, with emphasis on achievement of ability to read without translation; continued oral-aural drill; idiom study and grammar review as necessary. May be taken concurrently with Spanish S3. 11:00-12:20. 16.110. 3 s.h. MR. TORRE

S65. INTRODUCTION TO MODERN SPANISH LITERATURE.—Study of representative masterpieces; brief lectures in Spanish; collateral reading of critical commentaries. 7:40-9:00. 53.307. 3 s.h. MR. TORRE

S68. INTRODUCTION TO SPANISH-AMERICAN LITERATURE.—Study of typical works, chiefly of the modern period; brief lectures on literary, social and cultural backgrounds and tendencies; collateral readings and reports. May be taken concurrently with Spanish S65. 11:00-12:20. 2.205. 3 s.h. MR. AMOR Y VÁZQUEZ

S273. SPANISH LINGUISTICS FOR TEACHERS.—Theoretical consideration and practical drill on selected problems of Spanish pronunciation and grammar. Application to high school language teaching. Use of modern recording equipment. 11:00-12:20. 2.209. 3 s.h. MR. FREDMORE

S284. HISPANIC CIVILIZATION.—The aim of this course is to build an understanding of Hispanic civilization specifically useful to the teacher of language and literature. 9:20-10:40. 53.312. 3 s.h. MR. DAVIS

ZOOLOGY

PROFESSOR I. E. GRAY, CHAIRMAN, 217 BIOLOGY BUILDING; PROFESSOR K. M. WILBUR, DIRECTOR OF GRADUATE STUDIES, 328 BIOLOGY BUILDING (WEST CAMPUS)

All classes in Zoology offered on Duke Campus in Term I will begin on June 19 and continue through July 16. All classes in Zoology offered at Duke Marine Laboratory at Beaufort, North Carolina, in Term I will begin on June 13 and continue through July 17. All classes in Zoology offered on Duke Campus in Term II will begin on July 20 and continue through August 16. All classes in Zoology offered at Duke Marine Laboratory, Beaufort, North Carolina, in Term II will begin on July 20 and continue through August 23. Students who wish to avoid paying a late registration fee must have their registration completed in advance of these dates. For registration dates see *Registration* page 388 of this *Bulletin*.

For admission to candidacy for a Master's degree in Zoology, a student should have completed an undergraduate major in Zoology (courses in General Science and Botany are not counted as a part of a Zoology major). This normally amounts to about twenty-four semester hours, which should be distributed among various fields of Zoology, and must include Vertebrate Zoology or Comparative Anatomy, Physiology, and Embryology, passed with creditable grades. A candidate should also have completed at least one year of Chemistry. Work for the degree will require eighteen hours in advanced courses in Zoology, and six hours in another department for a minor, in addition to a thesis. Before registration for a degree, students should confer with the Director of Graduate Studies for the Department. Students not candidates for a degree may take courses offered if they have necessary prerequisites but may not count them toward a degree until an undergraduate major has been completed.

FIRST TERM (Duke Campus)

S1. ANIMAL BIOLOGY.—The principles of biology as applied to animals. Lecture, recitation and laboratory daily, 8:00-12:00, 2:00-4:00. 9.120. June 19-July 16. 4 s.h. MR. VERNBERG

S353. RESEARCH. Hours to be arranged. 2-6 s.h. STAFF

FIRST TERM (Duke Marine Laboratory, Beaufort, North Carolina)

S203. MARINE ECOLOGY.—A study of marine animals in relation to environment. Consideration of environmental factors, succession, rhythms, communities, intraspecific and interspecific relations, productivity, conservation, problems, etc., concerned with animal life in the ocean. Lectures, reviews, conferences, field and laboratory work. 6 s.h. MR. GRAY

S353. RESEARCH. Hours to be arranged. 2-6 s.h.

STAFF

SECOND TERM

(Duke Campus)

S2. GENERAL ZOOLOGY.—A brief survey of the animal kingdom. Lecture, recitation and laboratory daily, 8:00-12:00, 2:00-4:00. 9.120. July 20-August 16. 4 s.h.

MR. BAILEY

S353. RESEARCH. Hours to be arranged. 2-6 s.h.

STAFF

SECOND TERM

(Duke Marine Laboratory, Beaufort, North Carolina)

S214. OCEANOGRAPHY.—An introduction to the study of the ocean. Consideration of its physical, chemical, biochemical and geological processes. Lectures, laboratory, field trips, and introduction to periodical literature. Prerequisites: one year each of college physics, chemistry, and biology. 6 s.h.

MR. ODUM

S274. MARINE INVERTEBRATE ZOOLOGY.—A study of invertebrate animals that occur in the Beaufort region. A number of field trips will be made to a variety of habitats to study, collect, and classify animals in their natural environments. The structure and habits of living invertebrates as well as their behavior under certain experimental conditions will be studied in the laboratory. 6 s.h.

MR. BOOKHOUT

S353. RESEARCH. Hours to be arranged. 2-6 s.h.

STAFF

Alumni Organizations



GENERAL ALUMNI ASSOCIATION: The Alumni Association of Duke University is composed of the former students of Duke University and its predecessor, Trinity College. The Association gives its annual dinner at Commencement, at which time the annual business meeting of the Association is held.

GENERAL ALUMNAE ASSOCIATION: The Alumnae Association of Duke University is composed of the women graduates and former students of Duke University and its predecessor, Trinity College. The Association joins with the Alumni Association in the annual dinner at Commencement. The annual business meeting is held during Alumnae Week End.

DUKE UNIVERSITY NATIONAL COUNCIL: The Duke University National Council is a working body for the alumni interests and maintains a constant supervision of alumni activities. It devotes its activities and efforts to advancing the welfare of Duke University by all appropriate means. Two meetings are held each year, one at Commencement and the other in the fall. The Council is composed of representatives from the various classes, local associations, students, faculty, parents, representatives at large, honorary members, officers of the General Alumni and Alumnae Associations, and representatives from the alumni and alumnae organizations of the professional schools.

ALUMNAE COUNCIL: The Alumnae Council was established by the General Alumnae Association in 1925. As the working organization of the group which established it, the Council endeavors to bind more closely the alumnae and the University and to advance the interests and aims of Duke University.

THE ALUMNI OFFICE: The General Alumni Office was organized to promote the work of the local alumni and alumnae associations and to co-ordinate the various activities of the General Alumni and Alumnae Associations and the Duke University National Council and Alumnae Council. Eighty county and local alumni associations have been formed in North Carolina and other states.

THE ALUMNI REGISTER OF DUKE UNIVERSITY: *The Alumni Register* of Duke University is a magazine published ten months of the year by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University.

THE ALUMNI NEWS: *The Duke University Alumni News* is sent to all alumni six times during the year.

Bureau of Public Information



The Bureau of Public Information is the official news agency of the University in the Department of Public Relations, and all University news emanates from this office. The Bureau maintains the University's relationship with the press and radio, and interprets the University—its faculty, its research and achievement—to the public via these media.

The Bureau also maintains individual biographical files on all faculty members and students, as well as files on all University departments and activities. Its files of clippings form a rich source of historical information of the Institution's life. In addition, the Bureau is a source of information for the many inquiries about Duke University which are received daily from all sections of the nation and from abroad.

Gifts and Bequests



DUKE University derives its principal support from endowment funds and from miscellaneous gifts and grants. Permanently invested capital funds enable the University to offer to students academic and professional training at a fraction of its actual cost. The effectiveness of the University is determined to a large extent by its financial resources.

Gifts and bequests devoted to the improvement of the work of the University will be received and administered by the trustees in accordance with the desires of the donor.

GIFTS. Any kind of property, real or personal, may be the subject of a gift and only such form as is required to pass title is necessary. If the gift consists of real property, the title will be passed by deed; if it consists of cash or unregistered bonds, the gift is consummated by delivery of the property; or if stocks, by delivery of properly endorsed stock certificates. Unless restricted, the use of gifts is at the

discretion of the Board of Trustees. Usually the proceeds, conservatively invested, are added to the permanent endowment of the University. The donor may, however, restrict the use of any gift and designate definitely the objects for which it shall be used. In such cases, the transfer of property would be accomplished by a letter or other documents describing in detail the objects for which the proceeds of the gift are to be used and when accepted by the University the term or conditions set out therein become binding upon it.

BEQUESTS. Bequests may be made to the University by an appropriate clause inserted in a will by codicil to a will already drawn. The following forms will serve as appropriate clauses for wills or codicils:

GENERAL

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, and its successors forever, the sum of.....dollars (or otherwise describe the gift) for the general purposes and uses of the University at the discretion of the Board of Trustees.

SPECIFIC

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, or its successors forever, the sum of.....dollars (or otherwise describe gift) and direct that the income therefrom shall be used for the following purposes, viz. (here describe the use desired).

CODICIL

Having hereinbefore made my last Will and Testament dated....., and being of sound mind, I hereby make, publish, and declare the following codicil thereto; (here insert clause in same form as if it had been included in body of Will). Except as hereinbefore change, I hereby ratify, confirm and republish my said last Will and Testament.

Degrees and Honors

The following degrees were awarded June 4, 1956:

A.B. DEGREE

Charles Clarence Abernathy, Jr.
Winnifred Allen Addison
Marilyn Taylor Affelder
Bryant Taylor Aldridge
Ann Lyon Alexander
Jerry Marvin Alexander
Joseph Culbreth Alexander, Jr.
Judith Morton Alexander
Robert Bainbridge Alexander, Jr.
Wesley Thompson Andrews, Jr.
Etta Lou Apple
Roy Dale Arn, Jr.
John Robert Aubry
Mary Siceloff Auman
Betsy Caroline Austin
Mary Ann Austin
John Floyd Auwaerter
Mary Lou Graham Babcock
Eugenia Wasden Bailey
Cynthia LaVerne Baker
Peter J. Bannon
Thelma Cole Barclift
Nancy Wayne Barger
Sidney Johnston Barham
Robert Marvin Barker
William Howard Barnes
Robert Kenneth Barrett
Elizabeth Staton Barrick
Ralph John Barry, Jr.
Herbert Dillard Bass
John Dodd Bates
Jesse C. Beal
Mary Lou Beal
Leif Christian Beck
Nancy Ruth Beeson
Harold Dean Belk
Martha Jane Bell
Herd L. Bennett
James Leonard Bennett, Jr.
Carl Edmund Bentz
Richard Allen Bilas
Donald Ray Billings
John Martin Black
William Lawrence Black
Thomas Earl Blackburn
James Howard Blair, Jr.
Mildred Carolyn Blankenship
Eugene Barić Blizard
Ralph Eugene Bohnenberger
Dennis Richard Bolster
Elizabeth Eller Booker
Marvin Zachariah Botnick
Arnold Ray Bottoms
Claude Bryant Bottoms, Jr.
John Philip Bourne
Paul Chadwick Bowers, Jr.
Barbara Boyd
Donald Joe Brandon
Richard Charles Brau
David Braun
William Buhmair Brideweser
Betty Lynn Brown
David Carhart Brown
William McCormick Brown
Leonard Hathaway Brubaker
Corrone Enoch Bryant
Robert Charles Burckel
Ben Eugene Burgess
Lila Katherine Burney
Robert Guy Burnham
Robert Gaugh Burrell

Johnny Joseph Burt, Jr.
Elizabeth Alison Byers
Helen Anne Caine
Robert Lamar Cannon
Henry Carter Carnegie
Dorothy Lee Carrico
Dean Michael Carzoo
Joseph Samuel Cassells
Phillip Carlyle Cato
Dorothy Staub Caudle
Verne Strudwick Caviness, Jr.
Gerald Alvin Chadwick
Paul Wyman Cherry
James Norwood Clark, Jr.
Leverett Tiffany Clark
Margaret Lynn Clauch
Florence Messick Clay
Lynette Guy Clayton
Robert William Clevenger
Garland Wayland Coates
Constance Avery Cochran
Ruth Ann Coffman
Joseph Pines Cohen
George Allen Coltrane
Mary Harrison Cooke
Walter Logan Copper, Jr.
Donald O'Brien Coughlin
Martha Hardin Council
Edward Duke Cowell, Jr.
Virginia Lee Crandall
Luanne Anita Cranston
John Dennis Creadick
Charles Edward Crossingham
Margaret McFerran Crowe
Hugh S. Cummins
Joan Florence Daniels
Annie Mabel Daughtry
Sarah Rebecca Daughtry
Betty Jane Davis
Elizabeth Hale Davis
James Karnes Davis
Janet Wilkinson Davis
Sylvia Annette Davis
Jerry Beaman Day
William Chappell Deans
Nancy Panossian de Laski
Frances Wayne Denbo
Nancy Triplett Dennis
Lois Marilyn Dent
Robert William Dickey, Jr.
Nancy Patrice Diggs
Judith Austin Dinwoodey
Henry B. Dixon
William Holdrum Dodd
Martin William Doherty
Gail Mary Dolwick
Dorothy Dort
Fred McEwen Downey, Jr.
Maryann Barrett DuMont
James Vernon Duncan
William Wesley Dunkin, III
Karl Theodore Dutschmann
Audrey Earle
Paul Bates Eckman
Elizabeth Sue Ellis
Harriet Lee Ellsworth
Philip Ellis Erlenbach
Beatrice Wilson Evans
Mary Elaine Eyster
Morris Joseph Feman
Henry Clifton Ferrell, Jr.

William DeBerry Fesperman
 Harold Eugene Finch
 Robert W. Fischer
 Konrad Karl Fish
 Jane Aline Fleming
 Gerald Alfred Fletcher, Jr.
 Robert Montgomery Fletcher
 Robert Samuel Flippin, Jr.
 Richard Olney Flynn
 James Kenneth Flyum
 Redwell Kay Forbes
 Margaret Anne Ford
 William Ellis Forehand, Jr.
 Alvin Benis Fox
 David Holman Foxworth
 Willard Drawn Frederick, Jr.
 Barbara Ann Freeman
 Mary Roberta French
 Oakley Caldwell Frost
 Phyllis Moore Fuller
 M. David Galinsky
 Edgardo Arturo García
 Robert Stewart Garner
 Patricia Ann Garrard
 James Franklin Garrity
 Diane Clare Gerlough
 Robert Herbert Gibbons, Jr.
 Thomas James Gillcrist
 Ann Girand
 Harriet Mackay Gould
 Carol Maree Grady
 William Thomas Graham
 Fredlynne Alice Granholm
 Sarah Virginia Gray
 Robert Green
 Nathaniel vonLande Greenblatt, II
 Douglas Preston Grimes
 Jean Abney Groves
 Peter Dean Grumhaus
 Barbara Linn Guild
 John Walker Guion
 Mary Alice Milligan Gunter
 George Morris Gurley
 John Alan Guthmann
 Martha Emily Moye Hadley
 Frank T. Hainer
 Lorne Franklyn Hall
 Marilou Fortune Hall
 Ronnie Lee Hall
 Linda Carolyn Hampton
 Henry David Hanner
 Brandon Gamble Hansen-Prüss
 James Wesley Harbison, Jr.
 William Francis Hardin
 Elizabeth Ann Harris
 David Downs Hartman
 John Arthur Haslem
 Barbara Ann Hatcher
 Charles Frank Hauser
 Robert Marshall Havens
 Horace Osgood Hayes
 Jean Jacques Hediger, Jr.
 Henry Conrad Helmke
 Judson Hendelman
 Louis Colvin Hennick
 Armando Joseph Henriquez
 William Clark Hilles
 Anne McNeely Hirschfeld
 Elaine Margery Hohman
 Hoke Smith Holcomb, Jr.
 Hugh Lindsay Holcomb, Jr.
 Harvey Royall Holding
 Claire Gaines Hollister
 Virgil Augustus Holshouser
 Caroline Guerrant Hopper
 Sarah Frances Hovater
 Albert Wellwood Hughes, Jr.
 Robert Armour Hulsart
 Brian Carter Hume
 Ann Meredith Hundley
 Parks DeArmon Hunter, Jr.
 John Charles Hyman
 Nathaniel Hynson, VIII

Stanley Edward Israel
 Donald Dawson James
 James Sage Jenkins
 Ann Altvater Jervey
 Saville Jett
 Alma Francine Johnson
 Betty R. Johnson
 Marilyn Ann Johnson
 Mark Parks Johnson, Jr.
 Myrtis Boone Johnson
 Vernon Webster Johnson, Jr.
 Frances Nell Jones
 Judith Ann Jones
 Robert Ellsworth Jones, Jr.
 Judith Barbara Kasler
 Olive Long Kellum
 Eleanor Jean Kent
 Carole Page Killian
 Kay Allen Killian
 Mona Jean Kinden
 David Willis Kirkpatrick
 Jane Kirkpatrick
 Constantine George Kledaras
 Harold George Kledaras
 P. B. Konrad Knake, Jr.
 Philip Kolko
 Martha Anna Kuhn
 Herbert Miroslaw Kuman
 Joseph Ward Kurad
 John Joseph Lack
 David Allen Lacy, III
 Van Emerson Langley
 James J. LaPolla
 Helen Marie Lassiter
 Ellen Rebecca Lauer
 George William LaVoo
 Dorothy Lawrence
 Linda Ann Leigh
 Philip Eaton Leinbach
 Joan Frances Leonhardt
 Odoardo Leon Hernandez
 Jordan Sheffer Levitin
 Michael Paul Levy
 Andrew Morris Lewis, Jr.
 Edward Lichtenstein
 John Gary Lodmell
 Donald Robert Lovett
 Ann Padgett Low
 Joseph Tompkins Low, Jr.
 Bertram Haas Lowi
 Mary Baker Lowndes
 Walter Graham Lynch, III
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 Phyllis Ann Magee
 Charlotte Hoey Mansfield
 Patricia True Marshall
 Martin Marshall Marston, Jr.
 Nancy Glidden Mason
 Richard Corley Massey
 Joseph Carson Matthews, III
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 Myron Finley Maxson
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 Rosemary McLemore
 Samuel Duncan McMillan, Jr.
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 Robert Walter Mejo
 David Knight Meriney
 Holley Suzanne Miller
 Kenneth McGlaughon Miller
 Robert Hugh Mirandon
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 Sandra Noleen Mitchell

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 Charles Milton Monroe, III
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 Ann Heater Morgan
 Catherine Hollister Morrison
 Donald Hager Morrow
 Sally Bruce Morse
 Robert Emmett Moynihan
 Reginald Alton Murray
 Robert Howard Murray
 Betty Jo Myers
 Robert A. Naegely
 Charles Lee Nance, Jr.
 Thomas Rice Neese, Jr.
 Coy James Nelson, Jr.
 Marilyn Joan Nelson
 Cynthia Frost Netting
 Nancy Belle Newell
 Joanne Newland
 Bobby Smith Nichols
 Robert Warren Nordan
 Edward Janney Norris
 Maureen O'Brien
 Harold Augustus O'Callaghan, Jr.
 Bruce Blair O'Dea
 Nancy Diane Ormond
 Phyllis Claire Oshinsky
 Dean Paul Owens
 Edythe Coleman Paris
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 Billy Hiram Parrish
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 James T. Patterson
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 Gordon Saint-Clair Perkins
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 Leroy Fowler Phillips
 Maria Davis Pickard
 George Francis Pigott
 Harry Mahoney Piper, Jr.
 Cecilia Edmonson Pond
 Edwin S. Poole, Jr.
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 Calvin Adams Pope
 John Copeland Price
 Emma Grier Pritchett
 Dan Jenkins Ratchford
 Janet Patsy Ray
 Elsa Mary Reese
 Rosemary Rhine
 J. Gordan Rich
 John I. Riffer
 King Rimbach
 Bernard Allen Rineberg
 Héctor J. Riquezes
 Dallas Ann Ritter
 Norma Lillian Roberts
 Olin Johnson Robertson
 Arthur Rodensky
 David Taylor Rogers
 Drucilla Carol Rogers
 William Stanley Rokus
 Eugenia Rennie Rose
 Katharine Lenoir Ross
 Philip Stearns Rossin
 James H. Roth
 Linda Roma Royce
 Robert Joe Ruffini
 John Carl Russell
 David Francis Sachsenmaier
 Anne Katharine Salley
 John Paul Sampley
 Donald Clayton Sanders
 Barbara Jean Sangston
 Bede Roberta Sasser
 Nancy Elizabeth Saunders
 Richard Bennett Saunders

Linwood Crandol Savage
 Richard White Schaffer
 Ann Howell Schiller
 Peter Robert Schmidt
 Ronald Baker Schoenhardt
 Robert Haug Schroeder
 John Adam Schwarz, III
 Richard Alexander Sebastian, Jr.
 John Peterson Sellers
 Sallye Caroline Senerchia
 Ada Morrow Shackford
 M. Victoria Sherman
 Gerald H. Shinn
 Mary Sue Shipe
 Martha Lorraine Shuey
 Charles Patrick Silas
 Sally Ann Simmons
 Donald Charles Sims
 Nathan Richard Skipper, Jr.
 William Ronald Slye
 Carol Mebane Smith
 Donald Dewey Smith
 Edward Hardin Smith, Jr.
 Elbert Wilson Smith, Jr.
 James Charles Smith
 Jo Anne Smith
 Pearl Brotzman Smith
 Donald E. Snowberger
 Darrell Francis Sorrell
 Mattie Odessa Southern
 Emily Jane Sowerby
 Albert Donald Spangler
 William Whitman Spearman
 Harry Lawrence Spillman
 Patricia Ann Stansbury
 Betsey Birdsey Starr
 Walter Franklin Steele
 David Hurst Stevens
 Kenneth Devon Stewart
 Robert Drake Stewart
 Helen Stokes
 Susan Angel Strader
 Virginia Harris Stratton
 Bruce Strickland, Jr.
 Jane Turner Stroud
 Frank Allan Stuart, III
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 Thomas Blount Sumner, Jr.
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 Niro Takeuchi
 Theodore Calvin Taub
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 William Alfred Teasley
 Erica Fay Tegtmeier
 William Kirk Teller
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 Sara Kathryn Thomasson
 Harry Lewis Thompson
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 John Philip Tindall
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 Patricia Jeanne Tronolone
 William Pressly Tuck
 William Percy Tudor
 Paul Gary Tuerff
 Arthur Leon Turcotte, Jr.
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 Lila Sue Tyson
 Douglas Edgar Underwood
 Joel Clayton Underwood
 James Leland Urckfitz
 David Van Camp
 Robert Milton Varner, Jr.
 David Dwight Vause
 Gabrielle Anita Wachsner

Robert P. Walter
 Martha Agnes Walters
 Sylvia Moonyeen Walters
 Joan Linton Ware
 Cleo Inez Warlick
 John William Warnock, Jr.
 James Ivey Warren, Jr.
 Lucy Warren
 Frederick Lesh Watkins
 Cora Rebecca Watson
 John H. Watson
 Joan Gwendolyn Weant
 Rebecca Ann Weathers
 Walter Parker Weaver
 Carolyn Tate Webber
 John George Weber
 Thomas William Weber
 Charles Albert Webster, Jr.
 Janet Louise Weeks
 Christopher Weir
 Patricia Werber

Mary Nash Wheeler
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 Cary Whitaker
 William Dunlop White
 Barbara Anne Whitehurst
 D'Este Cornelia Whitted
 James H. Wilkerson, Jr.
 Mary Lynn Williams
 Mary Lewis Williamson
 Fred Lane Winsor
 Bernard T. Wisner
 Jewell Wood
 Whitehill Thompson Wood
 Nell Brown Woodall
 Thomas Hayes Woollen
 Louise Trotter Wooten
 William Jerome Wortman, Jr.
 Gene Little Wyke
 Thomas Marion Yost
 Robert Lee Yount
 Ingrida K. Zarins

B.S. DEGREE

John David Adams
 Barbara Anne Black
 Donald Eugene Boswell
 George William Brumley
 Elizabeth Jean Cain
 Gioia Anne Caprio
 Morris Clifford Clark
 William John Cole
 Marvin Mack Crutchfield
 Leroy H. Gross
 Lydia Ellen Hammaker
 Lila Brent Haney
 Herman Perry Holcomb
 Richard Ernest Hug
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Marianne Jacobs
 Henrique Jose Lavié
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 Carl Martin Meltzer
 Antonio Manuel Muniz
 Shuford Kirk Peeler, Jr.
 Richard Lee Reece
 John Hooton Seward
 Philip Eugene Shaw
 Lawrence Kessler Thompson, III
 Lucille Uhlig
 Ellen Wallace
 Ernest Linwood Wright, III

B.S. DEGREE IN MEDICAL TECHNOLOGY

Cornelia Parkhill Force

Ruth Caroline Reid

B.S. DEGREE IN NURSING EDUCATION

Betty Jean Booker
 Bettye Louise Brinson
 Mary Elizabeth Campbell
 Doris Higdon Crutchfield
 Eugenia Justice
 Lucy Juliette Koesy

Mary Kathryn Patten
 Lorraine Elizabeth Pensinger
 Ruth Pierce
 Martha Courtney Richardson
 Nancy Duckworth Tilley

B.S. DEGREE IN CIVIL ENGINEERING

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 James Henry Lane
 William Albert Little
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 Julian Gray Olive
 Richard Lewis Player, Jr.
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 Alexander von Skrobotof Cleves Shaw
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 Michael Yale

B.S. DEGREE IN ELECTRICAL ENGINEERING

Baron Brooks Adams, Jr.
 Robert Kenneth Armbrust
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 Junius Curtice Berger
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 Charles Hazen Pingree
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 James Faust Proctor
 Theodore Donald Stiegler
 William John Swartz
 Thomas Edwin Tabor
 William Urban Umstead
 Richard Kurt Voehl
 Bowden Wilson Ward, Jr.
 Frederick Henry Weidmann
 Arthur John Wennerstrom
 Robert Burns Wilson

DIPLOMA IN NURSING

Sarah Jane Andrews
 Nancy Ashe Bischoff
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 Virginia Smith Cline
 Shirley Davis
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 Mary Lou Gerringer
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 Annette Marie Patrick
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 Jeanine Zoe Thomas
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 Virginia Ann Tate
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B.S. DEGREE IN MEDICINE

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 Clyde Norman Shealy

Alan Solomon
 Angelo Peter Spoto, Jr.

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Ruth Joan Cupka
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 Ruth Wheeler Medlin
 Ella Eugenia Shore

Ralph Edgar Wilbur
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M.ED. DEGREE

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 Marcus Herndon Goforth
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 Oleksa Mohyla
 Eben Averill Osgood, Jr.
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 Emmett Jackson Stephens
 Donald Keith Sumner
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Jean Elizabeth Bankert
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Clarissa Lee Brady
 Durant York Brannock, Jr.
 Carl Franklin Cannon, Jr.
 Chang-boh Chee
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 John Greenwood Monteabaro
 Takashi Ochi
 Dunbar Hunt Ogden, III
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 Lawrence Henry Greenwood, Jr.
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 William Pollard Hall, Jr.
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 Warner Roberts Heston, Jr.
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 J. O. Jernigan
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 Elmer Owen Kellum, Jr.
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Theodore Roosevelt Morton, Jr.
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 William Blanton Bundschu
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 John Marshall Dillard
 Frederic Eugene Dorkin
 William Butler Eldridge
 Paul Vernon Evans
 Robert Lee Felts
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 Francis Marion Fletcher, Jr.
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 Eugene G. Hunter, Jr.
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 Paul Frederick Kortepeter
 Alfred Raymond Mays
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 Carl Preston Rose
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Yancey Goelet Culton, Jr.
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Eugene Leslie Komrad
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Edna Anne Preston
George Rufus Ratchford, Jr.
Adehmar William Renuart
Robert LeRoy Rollins, Jr.
Philip Leon Roseberry
James Vincent Ross, Jr.
Virginia Oates Sanford
Jerome Miles Schachter
Noel Asher Schweig
Joseph Walter Shands, Jr.
Clyde Norman Shealy
Carroll Clifton Shoemaker
James Marshall Sloan, III
Richard Austin Steele
Sheldon Haskell Steiner
Lehman Newell Sterling
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Edward George Stuart
Shin Tanaka
James Joye Townsend
John Calhoun Turner
Thomas Doyle Vance
George Britain Walton, Jr.
Alan Duane Whanger
Harry Applewhite Whitaker
George Dewey Wilbanks, Jr.
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Colon Hayes Wilson, Jr.
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ED.D. DEGREE

Winfred Jackson House

Harry Penrose Irwin, Jr.

D.F. DEGREE

Ralph Hawkins Griffin

Fred Barrows Knight

PH.D. DEGREE

Cecil Wylie Alford
Ray Morris Atchison
June Northrop Barker
Burton Floyd Beers
Eugene Merle Bernstein
Lawrence Carroll Bliss
Robert Charles Block
Thomas Blossom
William Kilbourne Boardman
Alfred Carter Broad
Louis Emery Bumgartner
Ronald Freeze Bunn
Mildred Ann Campbell
William John Chambers
Charles Donald Christian
John Aldrich Christie
John Cocke
Boyd Lee Daniels
Sidney Brunson Denman
Alexander Jack Dessler
Robert Hamilton Dufort
Marion Mahan Duncan, Jr.
Charles Joseph Eby
Raymond Arthur Esthus
Edward Leonard Friedman
Ralph William Gable

Nelson Burton Grace
Jack Phillip Greene
Malcolm Donald Gynther
C. Ross Hampson
Harley Myles Hanson
Milan Ernest Hapala
Robert Leigh Harris
Irvin Hart
David Bixby Hawk
Jean Ellen Hawkins
Richard Cooper Heckman
Stanley Hills
Einar Hinnov
David S. Hoffenberg
Ora Melinda Jones
Haig Apraham Khatchadourian
Luciano L'Abate
Joseph Patrick Leahy
Bruce Oscar Linn
Clarence Frederick Luck, Jr.
Morten Jay Luvaas
William Mallard, Jr.
John Jacques Mallet
Harvey Marshall
Frank J. S. Maturo, Jr.
John Isaac McCollum, Jr.

Josephine Fishel Milburn
 Rayburn Sabatzky Moore
 Burl Lee Noggle
 Ernest Gibbes Patton
 James Croswell Perkins
 Howard Francis Leonard Rock
 William Ray Rock
 Mattie Russell
 Vincent Nils Schroder
 Howard William Shields
 Elizabeth Faye Sinclair
 Donald George Smith
 LeRoy Walter Smith
 Yasuo Takenaka
 Orville Walters Taylor

Mary Olive Thomas
 John Addison Tumblyn, Jr.
 Shirley Sidney Ulmer
 A. van Roggen
 Dan Otto Via, Jr.
 Robert Adair Wagoner
 Geoffrey King Walters
 Elmus Rogers Wicker
 James Wilhelm Wiggins
 Jeanne Doucette Wilbur
 Theodore S. Wilkinson
 Marilyn Lammert Williamson
 Theodore Paul Zahn
 Fred William Zechman, Jr.

COMMISSIONS IN UNITED STATES NAVY AND UNITED STATES MARINE CORPS

Ensign, United States Navy, NROTC

Robert Bainbridge Alexander, Jr.
 Douglas Bryan Ballantyne
 William David Beck, Jr.
 Albert Hartwell Best, III
 Robert Ned Brannock
 Sterling Monroe Brockwell, Jr.
 Leonard Hathaway Brubaker
 James Arthur Cavenaugh, Jr.
 George Allen Coltrane
 Walter Logan Copper, Jr.
 William Chappell Deans
 Robert Eadie, Jr.
 David Holman Foxworth
 Willard Drawn Frederick, Jr.
 Douglas Preston Grimes
 George Huling

John Hill King
 Thomas Carlton Kirkman, Jr.
 P. B. Konrad Knake, Jr.
 William August Kumpf
 Walter Graham Lynch, III
 Myron Finley Maxson
 Thomas Rutledge Parker
 Jabez Gilbert Pegg
 John Steele Porter, Jr.
 Peter Robert Schmidt
 John Adam Schwarz, III
 Theodore Donald Stiegler
 Walter Parker Weaver
 Louis Mackall Weld, Jr.
 Robert Burns Wilson
 Bernard T. Wisner

Second Lieutenant, United States Marine Corps, NROTC

Robert Guy Burnham
 Charles Edward Crossingham
 Paul Douglas King, Jr.
 James Henry Lane
 Martin Marshall Marston, Jr.

Robert Stancil Martin, Jr.
 Philip Stearns Rossin
 Thomas Blount Sumner, Jr.
 William John Swartz
 John Culbreth Williams, III

Second Lieutenant, United States Marine Corps, Platoon Leaders Class
Fred Lane Winsor

COMMISSION OF SECOND LIEUTENANT, UNITED STATES AIR FORCE

Charles Clarence Abernathy, Jr.
 Junius Curtice Berger
 John Martin Black
 Norman Henry Briggs
 Robert Reginald Chapman
 Arthur William Cunningham, Jr.
 Richard Kelley Downey
 David Kent Gill
 David Downs Hartman
 Adoniram Cadwell Hiebert
 John Charles Hyman
 Mark Parks Johnson, Jr.
 Donald Thomas Knauss
 John Randolph Kopf
 Joseph Tompkins Low, Jr.
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Reginald Alton Murray
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 John Copeland Price
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 Robert Haug Schroeder
 Nathan Richard Skipper, Jr.
 John Albert Van Order
 Richard Kurt Voehl
 Bowden Wilson Ward, Jr.
 James Ivey Warren, Jr.
 Frederick Lesh Watkins
 Arthur John Wennerstrom
 Robert Lee Yount

The following degrees were awarded September 1, 1955:

A.B. DEGREE

Joyce Ware Bailey
 Martha Pearson Baker
 George Duggan Barron
 Seth David Bartner
 Kendall Meredith Beckman, Jr.
 Lemuel S. Blades, III
 George Sumner Blodgett, III
 Robert R. Boardman
 John Howe Boynton
 Thayer Ellis Brickman
 Nathaniel Daniel Burwell, Jr.
 George S. Callahan, Jr.
 Peggy Jane Caruthers

William H. Clark, III
 Sarah Lee Conner
 Louise Sullivan Cooper
 Mary Carolyn Deans
 Richard Lionel Dixon
 James Eckles
 Harriet Lefebvre Gillies
 Joseph Marion Griffin
 Sally Grant Groby
 Edwin A. Haddad, II
 Harald Rutherford Hansen-Prüss
 Mary Martin Hassell
 Kenneth Martin Hulbert

Michael Edgar Keenan
 Brooks Travers Keller
 Betty Ruth Kluttz
 Franklin E. Lammey, Jr.
 Bobby Steele Linn
 Andrew Jackson Lucas, Jr.
 Robert Herman Luneberg
 Betty Jones Lyles
 Robert Andrew Mayer, II
 Mirril Alvah McMullen
 Jean Ferguson Norton
 Louis Joseph Ott
 Reginald Harrison Pledger, Jr.
 Willie Catharine Rape

Richard Andrew Reznick
 William Plummer Rogers
 Laurence Weare Sawyer
 William Peter Semon, Jr.
 Frances Raines Smiley
 Ronald Wesley Taylor
 Stephen L. Tope, Jr.
 Daniel Noe Tucker, Jr.
 William Carver Wagner, II
 Phyllis Jackson Watson
 Richard Young Whitaker
 George Thomas Wood, III
 George J. Wynne

B.S. DEGREE

Ruth Flinn Harrell
 Wallace Theodore Jones, Jr.
 Thomas William McCash

Jeremiah Francis McKenzie, III
 John Justin Randall
 Donald Raymond Scheuerl

B.S. DEGREE IN NURSING EDUCATION

Mary Elizabeth Bovard
 Emily Bentley Campbell
 Anna Lee Fauver
 Nancy Eleanore McKelvey

Laura A. Murphy
 Alice Jane Raymond
 Virginia Laurie Sego
 Neva Mae Webb

B.S. DEGREE IN CIVIL ENGINEERING

William Mac Batchelor

Roddy Neil Shingleton

A.M. DEGREE IN TEACHING

Frances Marguerite Hauser
 Louise Berry Lee

Marion Isobel Schmale
 Robert Franklin Wiggins

M.ED. DEGREE

Eleanor Duke Avant
 Emma Florence Chirra

Robert William Gaddis
 Earl Wilton Sandefur

A.M. DEGREE

Kazuo Chujo
 Elizabeth T. Crain
 Joyce Georgia Denning
 Patricia Elizabeth Jones
 Seta Mahakian Luck
 Leonard Ivan Nathanson

Rachel Lee Nunley
 William Osborne Scott
 Nancy Wilmore Selby
 Charles Willard Shuster
 John Wiley Stewart
 Charles F. Wilson

LL.M. DEGREE

Hans W. Baade

HONORS AND PRIZES

Summa cum laude

JUNE 4, 1956

Kenneth Edwin Mayhew, Jr.
 Janet Patsy Ray
 Nancy Elizabeth Saunders
 Robert Warren Nordan

Bowden Wilson Ward, Jr.
 Sarah Marie Pfohl
 Sylvia Annette Davis

Magna cum laude

JUNE 4, 1956

Mary Elaine Eyster
 Mary Lynn Williams
 Sylvia Mooneyen Walters
 Barbara Anne Whitehurst
 Verne Strudwick Caviness
 Richard Lewis Player, Jr.
 William Albert Little
 Sarah Lynn Whinrey
 James Wesley Harbison, Jr.
 Caroline Guerrant Hopper
 Lydia Ellen Hammaker

Leonard Hathaway Brubaker
 Alvin Benis Fox
 Myron Finley Maxson
 James Ivey Warren, Jr.
 Cora Rebecca Watson
 Florence Messick Clay
 Elizabeth Eller Booker
 Gioia Anne Caprio
 Judith Austin Dinwoody
 Norman Henry Briggs
 George Jones Evans, Jr.

SEPTEMBER 1, 1955

Ruth Flinn Harrell

HONORS IN DEPARTMENTS AND SCHOOLS
DEPARTMENTAL GRADUATIONS WITH DISTINCTION
ENGINEERING

Richard Lewis Player, Jr.

William Albert Little

HISTORY

Florence Messick Clay

Willard Drawn Frederick, Jr.

POLITICAL SCIENCE
Myron Finley Maxson

DEPARTMENT OF AIR SCIENCE
DISTINGUISHED MILITARY GRADUATES

Nathan Richard Skipper, Jr.
James Ivey Warren, Jr.
Richard Lewis Player, Jr.
Norman Henry Briggs

David Downs Hartman
Bowden Wilson Ward, Jr.
John Randolph Kopf

SCHOOL OF LAW
Order of the Coif

Duncan Oliphant McKee
John Alton Reed, Jr.

Russell Marable Robinson, II
Gary Saul Stein

Bachelor of Laws Degrees Awarded With Distinction

David Richard Brennan
John Devereaux Johnston, Jr.
Duncan Oliphant McKee
John Alton Reed, Jr.

Carlyle Conwell Ring, Jr.
Russell Marable Robinson, II
Gary Saul Stein

Master of Laws Degrees Awarded With Distinction

Leonard Stewart Powers

George Lee Hudspeth

Willis Smith Prize—Russell Marable Robinson, II

SCHOOL OF MEDICINE—Elections to Alpha Omega Alpha, Honorary Medical Fraternity

Gordon Donald Benson
Marion Carlyle Crenshaw, Jr.
William Andrew Dickinson, Jr.
William Lada Hassler
Peter Hutchin
James Robert Jackson
Edward Richard Koger
Harry Jack Metropol

George Wesley Paulson
James Harold Pollock
George Rufus Ratchford, Jr.
Adehemar William Renuart
Joseph Walter Shands, Jr.
Clyde Norman Shealy
James Marshall Sloan, III
Richard Austin Steele

SPECIAL HONORS AND PRIZES

The Robert E. Lee Prize
Bryant Taylor Aldridge
Anne Flexner Memorial Award in Creative Writing
Robert Nordan
Julia Dale Prize in Mathematics
Gordon H. Rosser, Jr.
Donald Burdick
Woman's Panhellenic Scholarship
Polly Price
Alice M. Baldwin Scholarship Award
Claire Marcom
Polly Price
Margie Applebee
Betty Jane Suits
Virginia Keister
Ann Corpening
Charlotte McDougall
Woman's College Memorial Scholarship
Carolyn Peters
Sandals Scholarship
Marguerite Linsert
William Senhauser Prize
Thomas Grosvenor Colmey
Erasmus Club Prize in the Humanities
Tallulah Ann Brown
The Milow Prize
Robert Walker Clark, Jr.
Friends of the Duke University Library Awards
Repton H. Merritt, Jr.

Keith E. Davis
Edward J. Norris
General Chemistry Prizes
Jason R. Auman
Donald S. Burdick
Alpha Kappa Psi Scholarship Award
Kenneth Edwin Mayhew, Jr.
Delta Delta Delta Scholarship Award
Marian Swartley
North Carolina Association of Certified Public Accountants Award
Leif Christian Beck
Phi Lambda Upsilon Award
Lynn D. Ikenberry
Algernon Sydney Sullivan Awards
Erica Fay Tegtmeyer
Verne Strudwick Caviness
The Florence Nightingale Alumnae Plaque
Nancy Ashe Bischoff
The Moseley Award
Wilhelmina Ann Forbes
Borden Undergraduate Research Award in Medicine
Clyde Norman Shealy
C. V. Mosby Scholarship Awards
Peter Hutchin
Edward Richard Koger
Harry Jack Metropol
George Rufus Ratchford, Jr.
Richard Austin Steele
American Academy of Dental Medicine Award
Alan Duane Whanger

DUKE UNIVERSITY

TRINITY COLLEGE

FRESHMAN HONORS

Students listed according to average

Charles Bryan Duke
Robert Hugh Kargon
Jack Calvin Bunn
David William Austin
Linton Forrester Brooks
Michael Taylor Malone
Sheldon Richard Pinnell
Thomas Pegram Graham, Jr.
Charles Vernon Ricks

Bob Winn Gayler
Jason Reid Auman, Jr.
Thomas Anthony Calhoun
Robert Clyde Sink
James Pearce Johnson
Karl David Straub
Julian C. Juergensmeyer
Norman B. Ratliff, Jr.
David Lee Green

SOPHOMORE HONORS

Thomas Frank Camp, Jr.
David Lewis Nealy
Lynn Fort
Edward Orth Doughtie
Robert Morrow Longworth
Benjamin Bridges, Jr.
William George Meffert
James Dailey Barker, Jr.
Thomas Arthur Baylis
Donald Smiley Burdick
George W. Domhoff, Jr.

Clifton Rance Cleaveland
Norman Doan Peterson
Stephen Liddon Hester
Edward Norval Fortson
Wallace Craft Fallaw
Charles Harrison Culp
Thomas Anderson Calcott
Eric Goddard Bauer
Alan Taylor Bradford
Carl Jerome Stewart, Jr.

JUNIOR HONORS

David McKechnie Hay
Charles H. Dickens
Gordon Hearst Rosser, Jr.
Walter Robert Fallaw, Jr.
John Arthur Paar
Charles C. Richardson
Donald Dwight Duffey
Walter Victor Weymann
Charles Ernest Friend

Carl Harold Weber
Harry Stewart Havens
Stephen Denio Baker
Joe Grills
James Preston Sample, III
Donald Knapp Webster
Willard Freeman Baker
Michael I. Sentlowitz
James Sanford Young

WOMAN'S COLLEGE

FRESHMAN HONORS

Priscilla Irene Edson
Laura Virginia Bole
Eleanor De Rienzo
Harriet Jane Drawbaugh
Anna Elizabeth Haney
Margaret Blaisdell
Margery Jean Newton
Carolyn Lydia Grosz
Madeleine Judy Brown
Harriet Miller Pickett
Mary Lois Eskridge

Annette Waters
Jean Garnett Davis
Hannah Flounders
Nancy Ann Nutter
Sandra Addington
Kay Howard
Mary Chauncey Persons
Carol Annette Cleave
Nancy Ann Keever
Carolyn Faith Morse
Winnie Davis Satterfield

SOPHOMORE HONORS

Tamra Irvin Cooper
Julia Adair Foster
Constance Malmar
Mildred Stewart Crinkley
Elizabeth Bailey Davis
Diane Sullivan Elliott
Carolyn May Brimley
Deborah Welt
Jean Dickinson
Arlene Esta Segal
Jeanne Scott Shearer

Gladys Cater Culton
Elinor Jane Perry
Susan Gabriella Brunner
Barbara Janetta Barker
Judith Brugh
Jane Sherron DeHart
Karen Florence Lundmark
Barbara Barksdale
Margaret McLean
Geraldine Yvonne Jarrett
Diana Lee Risien

JUNIOR HONORS

Dolores Urquiza
Florence Van Dyke
Claire Burdick Marcom
Berma Lucretia McDowell
Nancy Lucille Bowles
Tallulah Ann Brown
Sandra Jean Smith
Nora Grant Alston
Evelyn Louise Keenan
Shirley Ann Davis
Carolyn Leary Williams
Dorothy Ann Felson

Joan Shirley Moore
Sally Louise Roberts
Joan Louise Steves
Catherine Anne Wright
Sue Eggleston Woodward
Margaret Mary Arnett
Llewellyn Cumming
Virginia Claire Best
Janet Marion Dean
Ursula Sieger Herr
Nancy Jean Whanger

COLLEGE OF ENGINEERING

FRESHMAN HONORS

Fred O. Brownson

SOPHOMORE HONORS

John Edward Jenkins, Jr.
Craig Arnold Brandon
Wilber Clarence Stewart
Robert Burton Brownell

Terry Alfred Cracknell
Darryl Wade Copeland
David Tea Evans
James Webb Redmond, Jr.

JUNIOR HONORS

Theodore Melvin Parker
David Walrath
Joseph Wallace Little, Jr.
Joseph Robert Godwin
Robert Schwalm Goudy

Frederick William Egli
Humberto Lazaro Arcocha
Parvin M. Russell, Jr.
Robert Hamlin Waser
Hugo Jose Finol

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OFFICERS OF INSTRUCTION	584*
Professors	159
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THE STAFF OF THE UNIVERSITY LIBRARIES	68‡
Total	856§

* Does not include 23 officers with academic rank who are listed with the Officers of Administration.

† Does not include 23 officers with academic rank who are listed with the Officers of Instruction.

‡ Does not include one officer with academic rank who is listed with the Officers of Instruction.

§ Does not include duplications. An officer is included in the first category in which his name appears.

ENROLLMENT ON THE SEMESTER BASIS—1955-56

<i>School or College</i>	<i>Fall Semester 1955</i>	<i>Spring Semester 1956</i>
COLLEGE OF ENGINEERING		
Regular Students	496	444
Special Students	5	7
Total	501	451
TRINITY COLLEGE		
Regular Students	1,878	1,786
Special Students	31	30
Total	1,909	1,816
WOMAN'S COLLEGE		
Regular Students	1,023	996
Special Students	41	29
Total	1,064	1,025
DIVINITY SCHOOL		
Regular Students	219	205
Special Students	11	14
Total	230	219
GRADUATE SCHOOL OF ARTS AND SCIENCES		
Regular Students	382	391
Special Students	32	28
Total	414	419
SCHOOL OF FORESTRY		
Regular Students	26	24
Special Students	5	5
Total	31	29
SCHOOL OF LAW		
Regular Students	123	118
Special Students	2	0
Total	125	118
SCHOOL OF NURSING		
Degree Students	214	213
Diploma Students	66	65
Total	280	278
TOTAL ENROLLED ON SEMESTER BASIS		
Regular Students	4,361	4,177
Special Students	193	178
Total	4,554	4,355

ENROLLMENT ON THE QUARTER BASIS—1955-56

Medical School	Summer Quarter 1955	Fall Quarter 1955	Winter Quarter 1956	Spring Quarter 1956
Regular Students	60	302	290	279
Fellows	31	31	31	31
Interns	60	60	60	60
Assistant Residents	123	123	123	123
Residents	21	21	21	21
TOTAL ENROLLED ON				
QUARTER BASIS	295	537	525	514

MISCELLANEOUS TERMS

Course	Number of Students	Length of Term	Beginning of Term
Anesthesiology	9	12 & 18 mos.	Registration January
Dietetics	10	12 months	Registration September
Hospital Administration	14	24 months	Appointments Jan. & July
Medical Technology	20	21 months	Registration September
Physical Therapy	27	15 months	Registration October
Record Library	0	12 months	Registration October
X-Ray Technology	11	12 months	Registration September

SUMMARY: FALL AND SPRING ENROLLMENT—1955-56

Fall Enrollment	5,091
Spring Enrollment	4,869

SUMMER ENROLLMENT

	Term I	Term II	July
Regular Students	1,119	754	
Mycology			23

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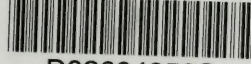
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